DOCUMENT RESUME

ED 432 207 HE 032 201

AUTHOR	Sandler, Bernice Resnick, Ed.
TITLE	About Women on Campus, 1998.
INSTITUTION	National Association for Women in Education, Washington, DC.
ISSN	ISSN-1061-768X
PUB DATE	1998-00-00
NOTE	66p.; For the 1997 collection, see ED 430 422.
AVAILABLE FROM	National Association for Women in Education, 1325 18th St. NW, Suite 210, Washington, DC 20036-6511; Tel: 202-659-9330; e-mail: NAWE@clark.net
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	About Women on Campus; v7 n1-4 Win-Fall 1998.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Agencies; Civil Rights; *College Students; Employed Women; Equal Opportunities (Jobs); *Females; *Higher Education; Quality of Working Life; Scientists; Sex Bias; *Sex Fairness; Sexual Harassment; *Women Administrators; *Women Faculty; Womens Athletics; Womens Education; Womens Studies

ABSTRACT

This quarterly newsletter provides information about the programs, issues, and concerns of women students, faculty, and administrators in higher education. Each of these four issues (comprising a single year) presents brief summaries of new items or reports in regularly appearing sections covering campus news, the workplace, sexual harassment, sexual assault, women in science and technology, women's studies, athletics, and the activities of the American Council on Education's Office of Women in Higher Education. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NAWE
Advancing Women in Higher Education

About Women

On Campus

ED 432 207

BEST COPY AVAILABLE

HE 032 601

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
National Assoc. For Women in Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE

NAWE
Advancing Women in Higher Education

About Women On Campus

Volume 7, Number 1 • Winter 1998

Action agenda to improve equity for women: recommendations for administrators

This article inaugurates a new series which presents recommendations for institutional change to improve the status of women. It starts with a series of general recommendations for administrators that would help bring about equity for women. Not every recommendation will be appropriate for every institution, although many can be adapted to suit the needs of particular situations and institutions. Additionally many of the recommendations can also be adapted to promote equity for other groups. The recommendations are not exhaustive; individuals will undoubtedly develop additional recommendations of their own. Future articles will cover the chilly classroom climate for women, sexual harassment, student-to-student harassment and other issues and include recommendations for students and faculty as well as administrators.

INSIDE

Around the Campus 3
Sexual Harassment 5
Women in Science and Technology 6
Athletics 7
Working in Academe 9
Sexual Assault 10
Women's Studies 10
Publication List 13

General recommendations

- Establish a permanent system-wide committee, commission or task force to address and monitor issues concerning females. Where appropriate, establish separate subcommittees or task forces to examine issues such as athletics, sexual assault, sexual harassment (including student-to-student harassment), women in non-traditional areas of study, women in the curriculum, and employment at all levels. Provide staff, resources and a budget.
- Publish an annual report that evaluates progress and problems concerning women as faculty, staff and students and that contains recommendations for improvement. This could be part of the mandate of the committee.
- Ensure that there is a person designated as the Title IX coordinator, as required by the Title IX regulation. Ensure that the person carries out the duties of educating all faculty, students and staff concerning their rights, their responsibilities, and the requirements of Title IX. Even better, appoint the Title IX coordinator or some other person to be in charge of educational equity. This person should be proactive in developing and coordinating programs to promote equity, and would work closely with the committee, commission or task force on women. Provide staff resources and a budget.
- Ensure that all data concerning faculty, staff and students are kept by race and sex so that the status of women of color can be ascertained.
- Gather information by a variety of means, such as analysis of existing institutional data, surveys, hearings, focus groups, interviews and anecdotal information.
- Build assessment of atten-

NAWE
Advancing Women in Higher Education

National Association for Women in Education

Suite 210, 1325 18th Street NW
Washington, D.C. 20036-6511
Phone: (202) 659-9330
e-mail: *NAWE@clark.net*

Editor: Bernice Resnick Sandler
Executive Director: Lynn M. Gangone
Managing Editor: Abby Brown
Production Manager: Claire Voskuhl

About Women on Campus is published by the NAWE to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their membership fee. Individual subscriptions are $30 for one year. Institutional subscriptions are $50 for one year.

ISSN: 1061-768X

Application to mail 2nd class postage rate pending at Washington, D.C. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511

Volume 7, Number 1, Winter 1998

© 1998 by the National Association for Women in Education

The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

tion to gender issues into performance evaluations of administrators, supervisors and faculty so that they are accountable.

- Ensure that all programs dealing with people of color make a special effort to ensure women of color are actively included.
- Develop a center for women and support it with words, institutional funds and staffing.
- Support women's studies programs with words, institutional funds and staffing.
- Evaluate campus media (including the school catalogue) to ensure that females and males are similarly identified with regard to name and title, that women and their activities are reflected in pictures and articles, and that women are not portrayed in stereotyped ways.
- Adopt a non-sexist language policy to cover all written and verbal institutional communications.
- Have at least an annual inspection for offensive sexual and racist graffiti, and when it appears arrange to have it removed. Examine bathrooms, internal and external walls, locker rooms, desks, cafeteria tables and library tables. Encourage cleaning staff and others to report it.
- Evaluate how personnel and other policies affect members of the school community as members of families. Many "women's issues" are family issues. Examine sick leave, flextime, and part-time employment. Establish a policy which allows an optional extension of the tenure period for those persons who are primary care givers for family members, or whose presence is required because of illness in the family or the birth or adoption of a child.
- Develop child care programs and services, including after-school care.
- Celebrate National Women's History Month each March with programs and printed materials.

Recommendations for improving the chilly campus climate for women

Although policies state that there should be no discrimination, programs, activities and behaviors in educational institutions can nevertheless communicate in various ways that women are outsiders and are not valued as much as their male peers. Although many overt barriers have been eliminated, other barriers, often less noticeable, still exist. Sexist remarks and lack of respect for women unfortunately still occur in educational institutions. Additionally, women students are often treated differently from men in many ways by both male and female faculty members and administrators. They may, for example, give male students more attention and more opportunities for leadership and participation.

Reducing or eliminating overt discrimination is not enough, nor is mere neutrality sufficient. Specific efforts must be made to ensure that the climate is positive and helpful.

- Issue a policy statement that makes clear that differential treatment of women and men, whether students, staff or faculty, is not appropriate and will not be tolerated.
- Develop a mechanism for communicating clearly the institution's goals for building a climate in which each individual can work and study to his or her potential.
- Charge all administrators with communicating clearly to faculty members, staff and students their personal responsibility for these goals.
- Develop orientation programs so that all students, staff and faculty members understand

the value placed on respect for all and the importance of gender issues.

- Establish a permanent committee to explore and report on climate issues. (This could be part of the committee on the status of women.)
- Use offices of faculty development, and affirmative action to evaluate climate issues. Also use structures already in place, such as the committee on the status of women and student organizations.
- Provide institutional support for warming up the chilly climate through staff support for programs, money for research, released time to work on the issue, and the like.
- Survey and/or interview women and men faculty and administrators, as well as students, to assess the climate for women.
- Assess applicants for faculty and administrative positions on their concern about women's issues so that those hired are supportive of the institution's goals. (A short list of such questions, *It's All in What You Ask: Questions for Search Committees* is available for $4 from the National Association for Women in Education.)
- Require supervisors to periodically evaluate their unit or department to ensure that women and men are treated equitably with regard to items such as course loads, advising responsibilities, committee assignments and access to secretarial and other support services.
- Educate all members of the school community including board members, administrators, supervisors, faculty, staff and students about climate issues and the forms that they take.
- Make the creation of an equitable climate a clear priority. Demonstrate it by public statements and personal behaviors.
- Foster mentoring activities for women at all levels. Include mentoring of students as part of faculty job descriptions.
- Bring women to campus as speakers, leaders of programs, recipients of honors, and the like.
- Sponsor formal and informal programs that address climate issues.
- Provide training for foreign-born faculty and students (or incorporate into ongoing orientations programs) about acceptable behavior toward women students.

It's time to plan for women's history month

Every March many institutions conduct programs, exhibitions, and other activities to commemorate Women's History Month. If you are looking for ideas, posters, videos, books or other materials, consult the National Women's History Project Women's History Catalogue.

Now in its 16th year, the National Women's History Project has been a prime supplier of materials for instructional and other uses at the college, primary and secondary levels. For further information contact the Project at 7738 Bell Road, Windsor, CA 95492. Phone: (707) 838-6000; fax (707) 838-0478; e-mail: **NWHP@aol.com**; website: **http://www.nwhp.org**.

The Project has a second site this year to celebrate the 150th anniversary of the women's rights movement. Learn about materials related to this event at **http://www.Legacy98.org**.

Around the Campus

Women vets not welcome in this frat

When female students in veterinary medicine at Auburn University complained that the local chapter of Alpha Psi fraternity was limited to male veterinary students, the university decided that the chapter was a professional organization, rather than a social one, and therefore not exempt from Title IX's antidiscrimination requirements.

Alpha Psi disagrees, and has gone to court claiming that, as a social fraternity, it is exempt from Title IX, which allows fraternities and sororities to remain single-sex organizations.

Alpha Psi leases from the university the property on which the fraternity house sits. Fraternity alumni own the building. The Auburn Alpha Psi is one of nine, loosely affiliated chapters nationwide. No national organization oversees the chapters; however, all of the other eight chapters admit women.

Scavenger hunt spurs campus protest

When a list of items for a fraternity scavenger hunt became public, nearly 400 faculty and students protested in front of the Zeta Beta Tau house at Indiana University. The list provided to pledges of the predominately white fraternity started by asking them to assume they were all "Black Men" who were about to seek out the following items:

"Biggest Bra you can find"

"Two chicks making out"

BEST COPY AVAILABLE

"Picture of 'any funny looking Mexican'"

The hunt was described by the protesters as racist, sexist and homophobic.

Both Indiana University and the national office of the fraternity suspended the chapter, pending an investigation. The list became public when nine students were arrested for stealing a street sign during the hunt. The chapter's president apologized, calling the incident a "misunderstanding."

Moms' nursing nest

Emory University's Women's Center has set aside a relaxed, private space they call the Nursing Nest to allow nursing mothers to breast-feed their babies comfortably or pump their breasts while at school or work. Many breast-feeding women find it necessary to pump at least two times during the day to maintain supply. The center allows women to store milk in its refrigerator and provides information about breast feeding. Expectant mothers can also stop by to take a load off their feet and check out the Nursing Nest.

Individuals have donated a nursing pillow, baby sling, and magazines and books on parenting. The center plans to buy a rocker and footstool. The center works with a lactation specialist and conducts an annual presentation on breast-feeding.

The Nursing Nest is particularly helpful to students, staff and faculty who do not have a private space. In most institutions women typically nurse their babies or pump their breasts in public bathrooms.

Campus childcare: no longer a rarity

Approximately 1700 campuses (close to half of the nation's approximately 3700 higher education institutions) provide some form of on-campus child care, according to the National Coalition for Campus Children's Centers. Colleges and universities are discovering that by offering child care they save thousands of dollars in tuition and other fees that are lost when students drop out to care for their child or children.

Services vary widely, and often resources are limited and have long waiting lists. Here are some examples:

- Cornell University has a cooperative nursery school where students, staff and faculty who are parents can help take care of their children. Parents can choose from two-, three- and five-day enrollment options, with payments based on income. Although the nursery school is not officially connected with Cornell, the university allows it to have free use of campus space and issues the teachers' checks so that they are eligible for campus employee benefits.
- The University of Pennsylvania's Penn Children's Center began as part of the School of Social Work. The Center is now a separate entity supported by university and parents' tuition, based on the age of the child.
- Brooklyn College Child Care Services serves 35 children of students. Twenty of the students are on public assistance so that the center receives over $67,000 in federal aid. Other student pay $1 to $48 weekly, depending on their income.
- Long Island University contracts with a for-profit group, Corporate Child Care Services, to serve approximately 100 children of students. The services cost $400,000 annually, considerably less than the $2 million that LIU estimates it would have cost to build and staff its own center.
- Carlow College, located in the inner city of Pittsburgh, provides $300,000 annually for child care services. Nearly a fourth of the 22,000 students use the school's child care services. One of its two centers is located in a public housing project.

Some institutions provide regular developmental child care services in addition to "drop-in" services. The drop-in services can be used when a child's regular caretaker is unavailable or when a parent needs to spend extra time on campus for such things as using the library or meeting with an advisor.

In most cases, financial aid can be used to pay for child-care services, but only after primary educational expenses have been met.

Emory's bathroom doors publicize issues

Emory University uses creative posters taped to the inside of bathroom stall doors to publicize issues and university resources, including the Emory Women's Center, University Health Center, Office of Religious Life, Counseling Center and the Office of Equal Opportunity Programs.

Career initiatives for women

SUNY-Albany's comprehensive program, *Initiatives for Women*, works to improve and enhance educational and career opportunities for women. The program provides scholarships, low-interest loans and graduate fellowships for women in financial need, women of particular promise, or women returning to school at a non-traditional age. Initiatives also provides internship and training programs; career planning and advisement; educational and career opportunities for women with disabilities; and a special focus on women of color. In a typical year about 25

awards are given, ranging from $350 to $1,000.

The program conducts presentations, workshops and other information on personal safety and self-defense for women and raises unrestricted general funds for additional programs. For further information, contact Initiatives for Women, SUNY-Albany, 1400 Washington Avenue, Albany, NY 12222.

More about binge drinking

Binge drinking on campus continues to be a problem. The most recent triennial report by the National Institute on Alcohol Abuse and Alcoholism shows that 40 percent of college students had engaged in binge drinking at least once within the previous two weeks of the survey. The survey, conducted in 1994, showed that 52 percent of male students compared to 31 percent of women went on alcoholic binges, a figure that supports other studies of binge drinking by sex.

Alcohol consumption by men and/or by women is often implicated in sexual assaults and in student-to-student harassment.

New campus resources

The following new resources are available on student internships, financial aid, and other assistance:

• *Preparing to Lead: The College Women's Guide to Internships and Other Public Policy Learning Opportunities in Washington, DC* describes about 120 internships, fellowships and seminars of special interest to women. The opportunities will appeal primarily to those persons interested in government and non-profit organizations dealing with public policy issues.

The 148-page book, which costs $15 for students and $20 for institutions and others, is available from the Public Leadership Education Network (PLEN), 1001 Connecticut Avenue, NW, Suite 900, Washington, DC 20036. Phone: (202) 872-1585.

• *The Big Book of Opportunities for Women* lists over 4,000 programs and organizations to help women students obtain financial aid and assist them in educational planning and career advancement. Programs are arranged by major. The book also lists state and local commissions on women, women's colleges, associations of interest to women, women's research centers, periodicals focusing on women's interests and other sources of information. Edited by Elizabeth A. Olson, the 455-page book is available from Ferguson Publishing Company, 200 W. Madison Street, Chicago, IL 60606 and costs $39.95.

• *Directory of Financial Aid for Women* describes 1700 funding programs, including scholarships, fellowships, loans, grants, personal grants-in-aid, awards and internships. The 1997-1999 edition also includes an annotated bibliography of general financial aid directories and a cross-referenced index for program title, organization, residency, subject and calendar. The 565-page book costs $45, plus $4.50 for shipping and handling. Contact Reference Service Press, 5000 Windplay Dr., Suite Four, El Dorado Hills, CA 95762. Phone: (916) 939-9620; fax: (916) 939-9626.

Sexual Harassment

New consensual relations policies

The University of Wisconsin at Madison requires employees to report sexual relationships with fellow employees or students over whom they have "a power or status advantage." Last spring the Dean of Agriculture resigned after someone complained that he was having a romantic relationship with an employee and had failed to notify the university's chancellor about the relationship. The former dean, Roger Wyse, will continue to teach.

The University of Michigan and several other institutions have a similar policy designed to ensure that other arrangements for objective evaluation and decision-making can be made when such relationships exist. Apparently, persons likely to have serial consensual relationships with people over whom they hold some power are less likely to report the relationships than, for example, a professor who falls in love with a student and "lives happily ever after."

The policy adopted by the Universities of Wisconsin and Michigan makes it easier to pursue charges against power holders, such as supervisors or professors, who engage in consensual relationships with employees or students. Under such a policy, if a student or employee involved in a power relationship pulls out of it and is subsequently harassed, the power holder (employer or supervisory professor) can be charged with not reporting the relationship, as required.

Women in Science and Technology

Network provides e-mail mentoring

MentorNet was launched last fall to provide business mentors via e-mail to women undergraduate students in engineering and science seeking careers in industry. MentorNet is a project of WEPAN, the Women in Engineering Program Advocates Network, and was funded with seed money from the AT&T and Intel Foundations.

MentorNet is housed at San Jose State University. For further information, contact Carol Muller, Executive Director, MentorNet, 199 Heather Lane, Palo Alto, CA. Phone: (650) 843-1353; e-mail: **c.b.muller@worldnet.att.net**.

Playing the game: gender sensitivity for technical faculty

A new multimedia game helps engineering and science faculty understand how it feels to be a woman at an engineering school. The game, *Alice in Techiland*, requires the engineering or science professor to take the role of the "other," or outsider in classrooms and faculty meetings in order to get promoted.

Alice in Techiland takes place at two institutions, the Inferno Institute of Technology, at which women and others are not treated well, and the Paradiso Institute of Technology, where the environment is fairer for everyone. Players try to go to the better institution if the player is "materialistic," to find justice if the player is "idealistic," or to become one of the elite at the Inferno Institute if the player is "cynical." Each option is accompanied by a tutorial on how to improve classroom encounters between students and faculty.

The game was developed by the Positive Opportunities for Women Engineers' Retention (P.O.W.E.R.) at the New Jersey Institute of Technology. For further information contact the New Jersey Institute of Technology, 323 Martin Luther King Blvd., Newark, NJ 07102-1982. Phone: (201) 596-2981.

New resources for women in science

Following are several new resources for women seeking careers in math, science, engineering or technology:

• *Creating Tomorrow's Scientists: Models of Community Mentoring* is a guide to establishing and improving mentoring programs for students in science, mathematics, engineering and technology. The project, funded by the National Science Foundation and conducted by the Association for Women in Science, established 12 community-based mentoring programs across the country. The report includes design features, examples of activities at each side, and evaluation results and analyses of the project. A blueprint for mentoring, recommendations for successful mentoring programs and a bibliography of resources are also included.

The report appears as a special issue of *AWIS* magazine (vol. 26, no. 4, July/August 1997). For information about the project and how to obtain a copy, contact AWIS, 1200 New York Avenue, NW, Suite 650, Washington, DC 20005. Phone: (202) 326-8940 or (800) 886-AWIS; fax: (202) 326-8960; e-mail: **awis@awis.org**.

• The Women in Science and Engineering Program (WISE) targets women and girls to promote their academic and educational interests. WISE has produced a 15-minute video featuring high school girls expressing their career aspirations intercut with women scientists talking about their careers and lives. The video, *Techo Success: Careers for the Twenty-First Century*, is appropriate for college, high school and middle school students. The video can be supplemented with a handbook on career development covering agriculture, physical sciences, life sciences, mathematical sciences, engineering, environmental sciences and health-related fields.

The video costs $10, or $13 for the video and the handbook. Order from the University of Arizona, Women in Science and Engineering, 108 Communication Building, Tucson, AZ 85721. Phone: (520) 621-5656.

• *Women in Mathematics and Science* is a 30-page booklet summarizing findings from *The Condition of Education, 1997*, published by the National Center for Education Statistics. The booklet discusses mathematics and science achievement of male and female students, attitudes toward mathematics and science, career expectations, patterns of course-taking in high school, women in mathematics and science at the post-secondary level, and gender differences in employment and earnings.

The report can be accessed at **http://www.ed.gov/NCES**. Copies of *The Condition of Education, 1997* are free, as long as copies are available, from The National Library of Education. Phone: (800) 4424-1616.

Athletics

Texas university levels playing field

In the early 1990's many people thought the University of Texas was ahead of other women's athletic programs in its compliance with Title IX, the law that prohibits discrimination in institutions receiving federal assistance. Yet in 1991-92, the University of Texas football team had 142 athletes—more than the entire women's program, which had only 100 athletes.

In 1992, seven women athletes and the women's rowing coach, Jeff Gardner, sued the school. In July 1993, a settlement was reached containing a plan for compliance. In the fall of 1997, the terms of the settlement were finally met, albeit a year late.

The University of Texas now devotes 44 percent of its varsity athletic roster spots to women, and women receive more than 42 percent of the athletic scholarship money. Additionally, Texas has added three women's varsity teams. Rather than eliminate any men's teams, Texas reduced the roster sizes of several of its men's teams. Most noticeably, the football team decreased from 142 to 118 and men's baseball from 46 to 36. Most of the reductions in men's sports came from eliminating the number of non-scholarship athletes. Texas also undertook the construction of two small stadiums for women's sports, one of which will also be used for track and field.

What has happened at the University of Texas is likely to be mirrored at other institutions in the coming years as schools try to comply with Title IX. The schools are under considerable pressure to comply because of the Supreme Court's refusal last year to overturn a lower court's unfavorable ruling against Brown University. Brown had challenged the Department of Education's guidelines on athletics. Janet Justic, the director of education outreach of NCAA, estimated that only 20 percent of the nation's colleges are in compliance with Title IX (*Washington Post*, July 6, 1997).

Poll shows desire for equal spending by gender

A September 1997 poll conducted by CBS News found that 86 percent of those surveyed believed that financial support for men's and women's sports programs should be equal. Seventy-seven percent believed that financial support should be equal even if it meant that some men's sports would need to be cut.

The number of persons believing that men's sports should receive more money was small: only 18 percent of men and 4 percent of women supported this.

The majority of the more than 1000 men and women polled said they watched men's sports; about 30 percent of the men and women followed women's sports.

No jersey for female kicker at Duke

Heather Sue Mercer is a place kicker who helped her high school win a state football championship and who attended summer camps to learn how to be a good place kicker. She wanted to do the same with Duke University's football team, which for four years had told her she was on the team. The problem is, she had never been given a uniform or allowed to practice with the team. Fed up, Mercer is suing Duke University and its football coach, Fred Goldsmith, claiming that Duke violated Title IX when it denied her a fair opportunity to compete. She is also suing under North Carolina law for constructive fraud, negligent misrepresentation and breach of contract.

Mercer, who is now a senior, was a walk-on player as a freshman in 1994 and was given a "private tryout" by Goldsmith and his staff. She was allowed to practice only with the walk-on kickers. However, while the other walk-on kickers were allowed to practice with the team, were issued uniforms, and were permitted to put them on for games, Mercer was not allowed to do these things.

When she was elected to the Blue team in 1995 for the annual Blue-White intra-squad game, she kicked a game-winning 28-yard field goal and said she was told by the kicking coach that she had made the team. However she claims that Goldsmith told her she would be a distraction to the team if she was allowed to be in uniform and stand on the sideline, even though, says Mercer, he wanted her to conduct media interviews about being the only woman kicker on a Division I team. Finally, said Mercer, in the spring of 1997, Goldsmith told her she was not on the team.

Woman kicker is first to play in college football game

Liz Heaston, a soccer player at Willamette University (WA) became the first woman to play in a college football game. She kicked two extra points in Willamette's 27-0 victory against Linfield College (OR) on October 18, 1997.

Heaston, who is 5' 5" tall and weighs 120 pounds, says the football game will be her last, and she will return to soccer.

Highest salary for a female coach

The University of Tennessee has the distinction of making its women's basketball coach the highest-paid female athletic coach in intercollegiate athletics. Pat Summitt's $390,000 contract is for five years.

Sports equity act tells how women fare

If you want to learn more about how women fare in your institution's athletic program, just ask. The *Equity in Athletics Disclosure Act* is a federal law requiring almost all co-educational institutions of higher education to compile specific data about gender relating to intercollegiate athletics, and to make the information public. Data about participation and budgets, including salaries, is among the information that must be made available.

The forms were to be filled out and available to the public by October 15, 1997.

Three generations of playing women's basketball

This family, grandmother, mother and daughter all played basketball, but each had very different experiences.

As a high school student from 1938 to 1942, grandmother Edith Mann played basketball. Under the women's rules of that time she never crossed the half-court line. As a guard, she played defense and never shot the basketball. She enjoyed high school basketball so much that she joined a recreation league after high school. When she entered the University of North Carolina, her basketball career ended; there was no women's team.

Her daughter, Marsha Mann Ralph was a star high school varsity athlete in basketball. Only one college recruited her, and it did not offer any athletic scholarship. (With the exception of a few historically Black colleges there were no athletic scholarships for women in 1971.) Ralph also attended the University of North Carolina, which by then had a women's basketball team on which she was able to play.

The team was part of the physical education department until Ralph's senior year, 1974-75, when the team was upgraded to varsity status as a result of Title IX. She notes that there were no training tables and not enough basketballs for everyone to have one at practice. She and her teammates received 50¢ a day for food when traveling to and from games.

Ralph became the first female all-American and went on to represent the United States in the World University Games. However, no one asked her for her autograph. This was before the Olympics included women's basketball. She went by airplane to only one game.

The women's basketball team played its games right after the men's team played. Ralph recalls a time when the men's coach, who was watching the women play, stepped outside the building during half-time and saw the women's team preparing for the second half. He asked why the team wasn't in the locker room. The response was that the women had no locker room.

Granddaughter Shea Ralph is a star athlete who plays basketball at the University of Connecticut. She gets her education free because of a full scholarship. She also receives free athletic shoes, shorts, socks, and sports bras, as well as meals on the road. She signs autographs for hours, and received 10,000 get-well cards when she injured her knee. She often flies to games on chartered airplanes.

The times have changed. (Information for this article came from the *Washington Post*, July 6, 1997.)

National basketball association hires first female referees

For the first time in major U.S. professional sports, women will officiate regular season games in an all-male league. Dee Kantner and Violet Palmer were hired as full-time referees for the National Basketball Association (NBA). Both women have extensive experience refereeing college games, attending NBA summer referee training programs, and refereeing at NBA pre-season games.

The two women's professional basketball associations, the Women's National Basketball Association and the American Basketball League, have male and female referees, as do some women's college teams. In contrast, the National Collegiate Athletic Association has never hired women to referee men's games.

The women will receive $80,000 per year to referee about 55 games.

Need money?

If you are looking for federal support for your program, check out *Guide to Federal Funding*, which describes more than 100 federal grants for women's programs. Cost: $12 from the National Council for Research on Women, 530 Broadway, 10th floor, New York, NY 10022. Phone: (212) 274-0730; fax: (212) 274-0821; e-mail: **contact@ncrw.org**

BEST COPY AVAILABLE

Working in Academe

Washington college admits sex bias

In an unusual settlement of a lawsuit involving discrimination against three female professors in its College of Education, Wa Jington State University admitted that sex discrimination had occurred. The admission of fault is very unusual in discrimination cases; typically institutions and other employers who settle state that they were not engaging in discriminatory behavior. The acknowledgment of the problem was voluntary and was not part of the settlement requested by the professors.

Sue Durrant, Marilyn Mowatt and Joanne Washburn each sued in January 1997, claiming they experienced discrimination in their salaries, promotion and work load. They said that the dean at the time, Bernard Oliver, and the assistant dean, Lawrence Bruya, had retaliated against each of them for opposing budget-cutting plans and complaining about salary discrimination. The women charged that they were teaching 50 percent more courses than male faculty and had nearly twice as many students. The women had complained about problems in the school starting in 1988, but said their complaints were ignored until they sued.

The lawsuits were settled when the university agreed to pay each of the women professors $75,000 to $80,000, to increase their salaries slightly, to install computer equipment at the College of Education, and to provide technical support.

The university says it will look at whether similar problems exist in other departments on campus to determine if sexual harassment or other forms of illegal sex discrimination exist.

Some women prexys among top earners

Although women presidents are no longer a rarity, top salaries for them are still unusual. In a recent survey of college salaries, the *Chronicle of Higher Education* found that at least a few women were among the top earners. Of the presidents of Research Institutions I and II, Judith S. Rodin, president of the University of Pennsylvania, received the third highest salary and was the only woman among the five top earners. Among presidents at Master's Universities and Colleges I and II, Audrey K. Doberstein, president of Wilmington College, DE received the third highest salary among the top five earners. Ruth J. Simmons, president of Smith College, and Frances D. Fergusson, president of Vassar College, were ranked fourth and fifth, respectively, of the top earners. There were no women among the highest paid presidents at Doctoral Universities I and II.

The survey was reported in the October 24, 1997 issue of the *Chronicle of Higher Education*.

More women faculty in utah

Unlike most states, regents of the Utah system of higher education require that an annual report concerning the status of women faculty in the Utah system be presented to its board. The report includes data on women in administrative positions.

The 1997 report shows that women faculty have continued to increase, from 22 percent in 1987-88 to 30 percent in 1996-97. Nationally women are 33 percent of the faculty in colleges and universities. Over the ten year period, women faculty increased by 403, while male faculty increased by 273.

Women comprise 13 percent of faculty holding the rank of professor in the Utah system, and 33 percent of those holding associate professor rank, gains of 73 and 145 women at each rank. Nevertheless, the largest number of women faculty continue to be in the rank of assistant professor, while the largest number of men are full professors, a pattern that exists throughout the nation's post-secondary institutions.

To obtain a copy of the report, *1997 Annual Report on Women in Faculty and Administrative Positions in the Utah System of Higher Education*, as well as information about *Regent Policy R805*, which requires the annual report, write Cecelia H. Foxley, Commissioner and Chief Executive Officer, Utah System of Higher Education, State Board of Regents, 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, Utah 84180-1205. Phone: (801) 321-7100; fax (801) 321-7199.

Resource for women administrators

Join an e-mail discussion group for women with administrative responsibilities. PSEWLead listserv is a service of the Program on the Status and Education of Women of the Association of American Colleges and Universities. To join, send the message SUBSCRIBE PSEWLEAD <first-name lastname> to **LIST-SERV@PEACH.EASE.LSOFT.COM**. This is an informal network where women can ask questions about their work, opportunities for professional development and other issues.

Sexual Assault

Another school violates campus security act

The Campus Security Act, passed in 1990, requires schools to report various categories of campus crime, including sexual assault. Miami University (OH) now joins Clemson University, Moorhead State University (MN) and Virginia Tech in being found by the U.S. Department of Education in violation of the act by failing to report campus crime accurately.

Resources

Following are several new resources on sexual assault:

• *Researching Sexual Violence Against Women: Methodological and Personal Perspectives* brings together a number of prominent researchers to examine date rape, particularly on college campuses. The book provides a strong overview of the field and discusses many political issues, including backlash and denial regarding the extent of sexual assault. The book also addresses the emotional aspects of conducting research in the field of sexual violence.

The 222-page book contains several pages of references. Edited by Martin D. Schwartz, the book is published by Sage Publications.

• *Our Guys, The Glen Ridge Rape and the Secret Life of the Perfect Suburb* examines a much-publicized sexual assault by high school students that took place in a small community in New Jersey. Close to 30 percent of the male students in the graduating high school class of 1985 at Glen Ridge were involved in the sexual assault against a mentally retarded teenager. Several high school athletes sexually assaulted her with a baseball bat. Several of the male students watched and others left, but told no one or made any attempt to stop the assault.

The book goes beyond describing the incident, for which three young men were convicted in 1993 and sent to jail. It examines what led to the incident and why the community as a whole still denies the importance of what happened.

The author, Bernard Lefkowitz, is a journalism professor at Columbia University. He examines the dark underside of how young men are often raised, looking at material and sexual competitiveness and how athletics and, to a lesser degree, affluence and privilege, can corrupt if improperly handled by parents and other adults in the community. Lefkowitz also examines how growing up in such an environment can lead young men to abusive relationships with females.

The book is published by the University of California Press at Berkeley, CA. It costs $29.95.

Women's Studies

Harvard creates chair in gender studies

Harvard has created its first chair in gender studies in the Graduate School of Education. It is also the first chair named after its first (and only) woman appointed dean, Patricia Albers Graham. Graham is president of the Spencer Foundation and was dean of the Graduate School of Education from 1982 to 1991.

The chair is endowed by four women who gave a total of $2.5 million. Elizabeth A. Hobbs and Emily Fisher, both alumni of the education school and two other women, who wish to remain anonymous, are the donors. The first person to occupy the chair will be Carol Gilligan, a psychologist who has been a professor at the school of education. She is known for her work on how women and girls learn and for her exploration of women's psychological development.

Courts dispute constitutionality of 1994 crime law, *violence against women*

In 1994 the Violence Against Women Act was enacted, making crime motivated by gender a violation of civil rights in a similar manner in which crimes motivated by race are a violation. A federal judge in Tennessee has "quite reluctantly" upheld the constitutionality of the act in a case involving a wealthy woman who accused the husband she is divorcing of violating her civil rights by beating and raping her during their marriage.

Two other courts, one in Iowa and the other in Connecticut, have upheld the constitutionality of the Violence Against Women Act. One court in Virginia, in a case involving a student raped by two football players at Virginia Polytechnic Institute, found the 1994 law unconstitutional.

Awards for students of women's studies

Some women's studies programs have raised money from alumnae and others in order to give awards to students. For example, at Duke University, 14 students received awards totaling more than $16,000 last spring. Many of the awards are named after the giver or in honor of another woman. The awards are given for different achievements and interests, such as research on gender and race, construction of gender, and students who have fused their classroom learning in women's studies with service to others. Awards are made to both graduate and undergraduate students.

University of oregon forms research groups

The Center for the Study of Women in Society at the University of Oregon helps faculty, students and staff work together on particular topics by forming Research Interest Groups (RIGS). The RIGS cover many interests, such as Native American Women; Women and Leadership in Education; Women's Health and Development; Gender in Historical and Transnational China; Jewish Feminist Theory; Women and the Environment; and Women, Work, and Economic Restructuring.

Each group decides its own activities, which include conducting film and book discussions, research, grant proposals and projects, trips, sharing of research, inviting speakers, sponsoring a visiting scholar, developing programs open to the public, and producing a journal. RIGS are eligible for grant support from the Center, from the university and elsewhere.

For information about how the RIGS operate, contact the Center at 1202 University of Oregon, Eugene, OR 97403-1201. Phone: (541)346-5015; fax: (541) 346-5096; e-mail CSWS@oregon.uoregon.edu.

Gender studies resources

Following are several useful resources on gender studies:

• *Women Imagine Change: A Global Anthology of Resistance* is a global, multicultural anthology showing how women from all over the world, across a span of 2600 years, have found ways to resist oppression and gain power over their lives. Each of the nearly 100 first-person accounts is preceded by information about the author, the historical context and key issues of the time.

The relationship between sexuality and spirituality is described by a feminist rabbi's account of her struggle with religious tradition, and a 13th-century French peasant explaining her doctrine of free love to the Inquisition. In a section on women's attempts to control their own labor and education, a 19th century North Carolina stenographer tells how "I Did the Work, They Drew the Pay," and a Muslim educator in India recounts her struggle getting girls to school in the nightmarish heat of a "purdah bus." Other sections describe women's role in reshaping cultural roles of gender and translating their knowledge into transformative power—from Florence Nightingale's silent anger in an English drawing room to a military officer's encounter with a prostitute sent to dance for her in a Turkish village.

The writings show women's resistance from a historical perspective, but also offer insight into questions women are raising today about the relationships

Sydney, australia to host international conference on university women

Sidney, Australia will host an international conference, *Winds of Change: Women and the Culture of Universities*, in July 1998.

The conference will provide a forum to consider and compare the issues confronting women in higher education internationally, the diversity of conceptual models to analyze their participation, and successful strategies. The goals of the conference are to develop and expand international networks, to showcase examples of international best practice in employment and education, and to learn from the experiences and insights of women leaders in higher education from around the world.

The conference will be held at the University of Technology, Sidney, from July 13 to 17, 1998. Academic and non-academic staff, undergraduate and graduate students, university administrators, representatives of government departments, industry, unions or community organizations with an interest in women's participation in higher education are welcome to attend. For further information, contact Dinah Cohen, Winds of Change Conference Coordinator, Equal Opportunity Unit, University of Technology, Sydney, P.O. Box 123, Broadway, New South Wales 2007, Australia. Phone: 61-2-9514-2148; fax: 61-2-9514-1883; e-mail: Dinah.Cohen@uts.edu.au; website: http://www.woc.uts.edu.au.

between their own power, the power of the groups to which they belong, and the larger systems of power they confront in the world around them.

Edited by Eugenia C. Delamotte, Natanie Meeker and Jean F. O'Barr, the 480-page book contains three tables of contents—thematic, chronological and geographical—enabling instructors to organize assignments in these areas. The book is published by Routledge and costs $29.95.

• *Integrating Men into the Curriculum* is a plea to examine men's lives as men, much the way women's studies has examined women's lives as women. Michael Kimmel points out that, although most of the curriculum is about men, little of it looks at the influence of gender on men's lives. Masculinity, he observes, is generally invisible, and the centrality of gender in men's lives is usually ignored.

The article appeared in the *Duke Journal of Gender Law and Policy*, Vol. 4, No. 1, spring 1997.

• Seeking Information About Women of Color? The Women's Studies Librarian at the University of Wisconsin at Madison has prepared a three-page annotated bibliography of references concerning women of color. Send a stamped, self-addressed envelope for this free publication to the Women's Studies Librarian, 430 Memorial Library, 728, Madison, WI 53706.

• *The Smart Girl's Guide to College: A Serious Book Written by Women in College to Help You Make the Perfect College Choice.* This book consists of short essays written by college women and should be of help to women exploring college choices. Among the topics covered are urban vs. rural, small liberal arts college vs. large state university, lesbianism and women's colleges, Ivy League colleges, Black colleges, military colleges, religious colleges, and community colleges. The social scene as well as living options, sports, women's studies and work-study programs are also discussed.

The 226-page book also includes a list of questions to ask about the school of choice, such as, What is the ratio of female to male faculty? What is the ratio of tenured female to tenured male faculty? What percentage of faculty are people of color? The book also suggests asking questions about women's studies; health services (particularly gynecological services); campus crime; women's athletics; and the availability of an on-campus women's center, Black student's organizations, Greek system, and gay, lesbian and bisexual groups.

Edited by Cristina Page, the paperback book costs $12 and is published by Noonday Press, a division of Farrar, Straus and Giroux.

• *Tips for Talking: A Guide to Inclusive Communication for Physicians, Medical Students, Educators and All Health Care Providers.* Although aimed at those working in the health care professions, this well-written booklet will be useful to other audiences as well. It provides insight into the underlying causes of exclusive communication and provides specific suggestions to improve communication by comparing exclusive and inclusive alternatives. Although the book focuses on sex/gender differences in communication, it also addresses styles of communication that exclude minorities, ethnic groups, and other groups of people.

The authors, Sophia Lee, Lucia Beck Weiss and Sandra P. Levison, made a concerted effort to ensure that the booklet would not be another effort at political correctness. Instead, the authors strove to make it a blueprint for effective communication. A short glossary and a list of references and readings complete the 40-page, spiral-bound booklet. The booklet was funded in part by the Fund for the Improvement of Post-Secondary Education (FIPSE) of the U.S. Department of Education. It costs $12.95 and is available from The Women's Health Education Program, Allegheny University of the Health Sciences, 2900 Queen Lane, Suite 228, Philadelphia, PA 19129. Phone: (215) 991-8450.

• *Equity on Line*, a new website, provides information on gender equity and related resources. The website was created by the Women's Educational Equity Act (WEEA) Equity Resource Center at **http://www.edc.org/WomensEquity**.

The website includes a large library of information and quotations, such as information about the 25th anniversary of Title IX, field-tested answers to gender equity problems in education, a list of former WEEA grantees, an international discussion list on equity in education, and WEEA's catalogue of over 200 products for all levels of education.

The WEAA Resource Center is funded by the U.S. Department of Education to provide technical assistance, resources and classroom materials for educators who want to develop gender-fair education for all students.

Publication List

The following publications are now available from NAWE Headquarters:

• *Women Faculty at Work, or Why It Still Hurts to Be a Woman in Labor,* by Bernice R. Sandler. This publication describes how women and men students often create a chilly climate for women faculty by treating them differently than male faculty, thus making the teaching experience different for male and female faculty. Includes more than 65 recommendations for administrators and faculty members. 15 pages. $5.00.

• *The Chilly Classroom Climate: A Guide to Improve the Education of Women* by Bernice R. Sandler, Lisa A. Silverberg, and Roberta M. Hall. Describes more than 50 ways in which male and female teachers may treat men and women students in the classroom differently and in ways which diminish women's self esteem and classroom participation. Examines the nature of the college classroom and how gender affects it, the influence of teaching style and pedagogy, the intersection of race and gender, the inclusion of women in the classroom, and how gender affects faculty evaluation by students and peers. Offers more than 270 specific recommendations for action that administrators, department chairs, faculty and students can take to improve the classroom climate for women and other groups. Includes list of resources, including videos. 124 pages. $15 for NAWE members, $20 for others.

• *It's All in What You Ask: Questions for Search Committees** by Bernice R. Sandler, Jean O'Gorman Hughes and Mary DeMouy. Are candidates for faculty and administrative positions concerned and aware of women's issues? Here is a short interview guide to help evaluate candidates and find out. Includes about 65 questions from which search committees can choose. 4 pages. $4.00.

• *Relating With Colleagues: Questions for Faculty Members.** Adapted from a short survey conducted at St. Olaf College. The survey is designed to help institutions assess the campus environment for faculty members. Examines faculty members perceptions and experiences relating to colleagues of the other gender. 4 pages. $4.00.

• *Relating To Each Other: A Questionnaire for Students.** Adapted from a short survey conducted at St. Olaf College. The survey is designed to help institutions assess the campus environment for students. Examines student perceptions and experiences concerning the other gender. 4 pages. $4.00.

• *Campus Gang Rape: Party Games?** by Julie K. Ehrhart and Bernice R. Sandler. This is the first national report to examine the dynamics of campus gang rape, including rape at fraternity parties. The report examines the role of alcohol, drugs and pornography in gang rape and legal remedies for victims. It contains more than 100 institutional recommendations for handling reports, prevention, and policies, most of which are also appropriate for sexual assault in general. 20 pages. $6.00.

• *Friends Raping Friends: Could It Happen To You?** by Jean O'Gorman Hughes and Bernice R. Sandler. A guide that offers women sensible, down-to-earth advice on all aspects of acquaintance or "date" rape. Describes the nature of acquaintance rape, what can be done to avoid situations that might lead to it, and what to do if it occurs. 8 pages. $4.00.

• *Peer Harassment: Hassles for Women on Campus** by Jean O'Gorman Hughes and Bernice R. Sandler. This first report on the subject examines situations in which female students are harassed and mistreated by male students. Offers more than 60 recommendations for institutional programs and policies to effect change on campus. 16 pages. $5.00.

• *In Case of Sexual Harassment: A Guide for Women Students** by Julie K. Ehrhart and Bernice R. Sandler. A short how-to guide for dealing with sexual harassment that examines the issue, gives examples, lists a wide variety of actions that an individual can take, compares formal and informal institutional procedures, describes some legal options and includes a brief list of resources. 8 pages. $4.00.

• *Looking for More Than a Few Good Women in Traditionally Male Fields** by Julie K. Ehrhart and Bernice R. Sandler. Examines the problems that women face in non-traditional school environments and includes more than 100 recommendations for institutions to attract and retain women in fields that have not traditionally included many women. 24 pages. $6.00.

• *Giving Prizes and Awards: A New Way to Recognize and Encourage Activities That Promote Equity for Women in Academe** A short paper on how to develop awards to recognize those who promote equity for women in higher education. 4 pages. $4.00.

• *The Restoration of Title IX: Implications for Higher Education** by Bernice R. Sandler. Summarizes Title IX and discusses coverage, exemptions,

what constitutes discrimination, and the treatment of students and employees concerning admissions, housing, counseling, financial aid, abortion, athletics, compensation, benefits, and marital and parental status. Includes a list of actions institutions must take as well as an analysis of the status of single-sex campus organizations and programs. 13 pages. $5.00.

• *Federal Laws and Regulations.** An easy-to-use chart that describes and compares coverage of the most widely applicable federal laws prohibiting sex discrimination in education. Examines *Executive Order 11246*, *Title VII of the Civil Rights Act*, *Equal Pay Act*, and *Title IX of the Education Amendments of 1972* in clear, easily understood language. Last updated in 1990 by the National Women's Law Center. $7.00.

To order any of these publications send check payable to NAWE to the headquarters office: 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511. MasterCard and VISA also accepted. Phone (202) 659-9330; fax (202) 457-0946; e-mail **NAWE@clark.net**. Bulk rates are available for purchases of 20 or more copies.

*Previously published by the Project on the Status and Education of the Association of American Colleges and Universities.

PRESIDENT
ROWAN UNIVERSITY

The board of Trustees of Rowan University announces the confidential search for a President to be named in early 1998. Nominations and expressions of interest should be forwarded to:

H. Donald Stewart
Chair, Search Committee
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701

We are being assisted in this search by Jean Dowdall, Vice President, A.T. Kearney. Dowdall may be contacted by phone: (703) 739-4761, or e-mail: **jean_dowdall@atkearney.com**. Additional information is available on our website: **www.rowan.edu**.

Rowan university is an Equal Opportunity/ Affirmative Action Institution

HOW TO ADVERTISE
in
ABOUT WOMEN ON CAMPUS

It's easy—and cost effective—to advertise in

About Women on Campus!

Full Page	(7" x 9 1/2")	$300
Half Page	(7" x 5")	$200
Two-third Page	(4 1/2" x 10")	$225
Third Page	(3 1/2" x 5")	$150

We accept camera-ready display ads or can set type from your copy.

For more information contact NAWE Headquarters. Phone: (202) 659-9330; fax: (202) 457-0946; e-mail: **NAWE@clark.net**.

NAWE
Advancing Women in Higher Education

Now premiering on computers around the world. . . the NAWE webpage!

www.nawe.org

Sign our guest book if you stop in.

ST. LAWRENCE UNIVERSITY
DEAN OF STUDENT LIFE AND CO-CURRICULAR EDUCATION

St. Lawrence University seeks nominations and applications for the position of Dean of Student Life and Co-Curricular Education.

St. Lawrence University, chartered in 1856, is the oldest continuously coeducational institution of higher learning in New York State. An independent, private university firmly committed to undergraduate liberal arts education and cross cultural opportunities, St. Lawrence University offers a unique learning environment. The University's 1900 students come from most U.S. states and more than two dozen other countries. Canton, the St. Lawrence River valley, the nearby Adirondack State Park and the cities of Ottawa and Montreal provide the University community many social, cultural, and outdoor recreation activities.

DUTIES AND RESPONSIBILITIES

The Dean of Student Life and Co-Curricular Education reports to the President and is responsible for residence life, student activities and the University Center, co-curricular education (including outdoor education), student leadership development, multicultural affairs, career planning, counseling services, campus security and safety, the student judicial system, and the University's health services contract with the Canton-Potsdam Hospital. In addition, and very importantly, the Dean will have joint responsibility for St. Lawrence's unique First-Year Program, a two-semester combined academic and residential program that emphasizes critical thinking and active student participation in both the classroom and the residence. The Dean will work collaboratively with the Associate Dean of the First Year in matters pertaining to the residential component of the program.

At this point in its history, St. Lawrence seeks to think and act boldly and imaginatively with regard to the interrelationship and complementarity of students' academic and out-of class lives. The appointment of a new Dean of Student Life and Co-Curricular Education comes at a time when the faculty, under the leadership of the academic dean, is undertaking an important review of the curriculum. We wish this curricular exploration to occur in tandem with further development of a more mutually reinforcing relationship between students' academic and out-of-class lives. The Dean will also be involved in facilities and technology planning processes.

BACKGROUND AND TRAINING

Candidates whose background and training is primarily as a student life professional should present education and experience that will make them credible to faculty as a leader of the planning and implementation process described above. Candidates whose background and training is primarily as a faculty member should present experience in student life work that will make them credible to student life professionals, such as in programs similar to St. Lawrence's own First-Year Program.

Candidates should, in addition, present evidence of the following:

- experience in a residential, liberal arts college and appreciation for the kind of community it fosters
- knowledge of and responsiveness to contemporary student culture, issues, and concerns, and a genuine regard for students and demonstrated commitment to issues of diversity
- significant experience and success in administering co-curricular programs, especially those that attempt to bridge residential and academic life
- experience in financial planning, budgeting, and supervision of personnel
- proven effectiveness in interpersonal relations and in communicating with a diverse campus constituency

APPLICATION DEADLINE

The Search Committee will begin reviewing credentials on December 1, 1997. The search will remain open until the position is filled. Interested candidates should submit a complete *curriculum vitae* and a letter responsive to the challenge for the position described above, including a statement of philosophy about the role of student development in a residential college setting. Please forward nominations and applications to:

Dr. Daniel F. Sullivan, President
St. Lawrence University
Canton, New York 13617

For further information, SLU's homepage is at **http://www.stlawu.edu**

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

BEST COPY AVAILABLE

SUBSCRIPTION RATES:

Individual	1 year (four issues)	$30
Institution	1 year (four issues)	$50

Foreign subscriptions: Please add $7.00 per subscription to cover additional postage.

Discounts are available for bulk subscriptions mailed to a single institutional address. Call 202-659-9330 (fax 202-457-0946) for details.

YES

I am concerned about women on campus and want to enter my subscription to ***About Women on Campus.***

AND

I want to know more about NAWE: Advancing Women in Higher Education, one of the nation's oldest national professional education associations. ***Send me information about membership.***

Name

Title

Institution

Address

City/State/Zip

Send subscription form and payment to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511. Checks should be made payable to NAWE. MasterCard and VISA accepted.

NAWE
Advancing Women in Higher Education

Suite 210
1325 18th Street NW
Washington, DC 20036-6511

Periodicals
Postage Paid at
Washington DC

ATTN: Christina Romsom
ERIC Processing Ref Facility
1100 West Street, 2nd Floor
Laurel, MD 20707-3598

BEST COPY AVAILABLE

HE

NAWE
Advancing Women in Higher Education

About Women On Campus

Volume 7, Number 2 • Spring 1998

Prof claims students left her fearful

A female professor has filed formal charges against two varsity football players and another student, accusing them of disrupting her introductory history class and making her fear for her safety. In her complaint filed with Indiana University, Chana Kai Lee contended that the students repeatedly disrupted her class by talking, passing notes, and leaving and returning, forcing her to stop the class seven or eight times to discuss the disruptions. When she asked the players to stay after class to discuss the interruptions, one of them allegedly grabbed his crotch and made an obscene gesture. She also charged that the players and five other students made loud comments when she discussed racial and gender issues in class. Lee subsequently received an anonymous call from a male who, she said, made racist and sexist remarks, and an anonymous letter complaining about the course requirements.

After Lee filed her complaint, one of the football players dropped the class and the college removed two other males from the course. The dean of students agreed to allow the men to complete the course under the supervision of the department chair. These students could face campus judicial charges. The history department has since placed an advertisement in the student newspaper denouncing the disruptions as "acts of intimidation and abuse" that are "rooted in attitudes of racial and gender intolerance." Lee is African American; most of the students involved are white.

INSIDE

Working in Academe 4
Sexual Harassment 6
Around the Campus 9
Athletics 10
Resources 12
Sexual Assault 13
ACE 15

How to handle disruptive classroom behavior

This article is one of a series presenting recommendations for changes in academic institutions:

Although male students occasionally act in an aggressive manner toward female professors, both in and out of the classroom, there has been little attention paid to this problem.

Some male students challenge women faculty members in a disparaging, argumentative, insistent and non-intellectual manner, interrupting continually and disrupting the class flow. Others are directly hostile and may go so far as to call a female instructor a "bitch" or other derogatory term when they disagree with her.

In her study, "Sex differences in student dominance behavior in female and male professors' classrooms" (*Sex Roles*, Vol. 8, No. 7, 683-690), Virginia Brooks showed that male students act more aggressively when a class is taught by a woman. The study also showed that men interrupt women students and women faculty more when the class is taught by a female than when it is taught by a male.

There is much that adminis-

NAWE
Advancing Women in Higher Education

National Association for Women in Education

Suite 210, 1325 18th Street NW
Washington, D.C. 20036-6511
Phone: (202) 659-9330
e-mail: *NAWE@clark.net*

Editor: Bernice Resnick Sandler
Executive Director: Lynn M. Gangone
Managing Editor: Abby Brown
Production Manager: Claire Voskuhl

About Women on Campus is published by the NAWE to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their membership fee. Individual subscriptions are $30 for one year. Institutional subscriptions are $50 for one year.

ISSN: 1061-768X

Application to mail 2nd class postage rate pending at Washington, D.C. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511.

Volume 7, Number 2, Spring 1998

© 1998 by the National Association for Women in Education.

The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

trators and faculty members can do to prevent the kinds of abuses by students inflicted upon Professor Lee and other women faculty and to better respond to abuse by students. The following recommendations are from *Women Faculty at Work in the Classroom, or, Why It Still Hurts to be a Women in Labor* by Bernice Sandler, 1993:

Administrators can...

• respond swiftly and publicly when sexist incidents occur.

• invoke student disciplinary procedures, where appropriate, and do so publicly.

• recognize that the absence of an official response is often viewed as tacit or official approval of the behavior.

• use shame as a public means of dealing with the issue if student disciplinary procedures cannot be invoked. Official condemnation, publicized in the student newspaper, can be helpful in supporting those who are concerned about the behavior and in generating campus discussion.

• treat the issue seriously. A few years ago, after two male students attached a computerized image of a penis to the door of a female faculty member's office, the faculty at Bates College (ME) canceled all classes and activities so students could attend a series of workshops and seminars on harassment.

• provide specific training to members of fraternities and athletic teams because these groups may be more prone to harassing women teachers than others.

• recognize that freedom of speech does not justify verbal harassment of women faculty members. Student disagreement with professors is not the issue; how that disagreement is expressed is the concern.

Faculty members can...

• develop a handout or discuss during the first class session what constitutes appropriate behavior toward other students and toward the faculty member. This may be particularly important in women's studies courses. The development of such materials is best done by the institution, the school or the department, but can also be done by individual teachers.

• recognize that when disrespectful, disruptive or sexist behavior occurs, they must deal with the behavior as soon as possible, if not immediately. Postponing a response may convey weakness and reinforce the perception that you are a suitable target. If you are reluctant to reprimand the student/s publicly, tell the student/s *in front of the class* that you would like to see the student/s after class. This conveys the message that you are not going to tolerate the behavior.

• recognize that not responding to such behavior is often viewed as condoning the behavior and/or as being powerless to deal with it. Such perceptions often increase the likelihood that the behavior will recur and escalate. Sometimes, particularly at the beginning of the semester, students will test the professor's limits, in essence asking the professor to *set* the limits.

• tell students when their behavior is unacceptable. In some instances that will end the overt hostility, although the students may still exhibit negative body language. Remember that not all students are going to like you or accept your teaching, but you have a right to expect all students to treat you with respect.

• confront students who openly frown in response to something you are saying by saying something like, "I note you are frowning. Can you tell me why?" or "I notice some skepticism. Let's talk about what you are thinking." You could also say,

"Tell me why you believe that," or "It's hard for many people to talk about these issues."

• When students interrupt, keep talking and continue making your point. Challenge students who interrupt each other or you.

• Humor is a good way to handle some issues. Responding in such a way is sometimes effective, especially when good teaching techniques fail. If unfairly attacked, as when a student accuses you of politicizing the class by discussing women's issues or whatever, you can say with a smile, "Of course, and it will probably get worse." Or you might say, "Ah! You found me out, I'm a feminist."

These responses are particularly useful if there is a sense that the behavior is not amenable to logic and is emotionally based. Similarly, when a student repeats sexist or disruptive behavior, such as continually interrupting, you can say, again with a smile, "Ah! I just knew you were going to interrupt at this point. I predicted it to myself about five minutes ago."

Such strategies, along with humor, may work because the comments are unexpected and break the cycle of behavior anticipated by the perpetrator. In other words, the student's behavior did not achieve the desired effect. However, like other strategies involving humor, it could backfire because the student may feel trivialized.

• Remember that some men (and some women) use controversy as a way of relating to others intellectually. Their behavior may not be related to you personally.

• Keep in mind that some aggressive, intimidating behavior is emotionally based. You might respond to such behavior with, "I'm not here to convince you, but to get you to think," or "You really don't like what I'm saying, and that's okay."

• One way to handle aggressive questions is to deflect them to the class, rather than trying to restate a position. If a student says something like "That's not true" or "I don't believe that at all," you can say, "Well, what do the rest of you think?"

• Should a student be increasingly aggressive and disruptive during a class, try one or more of the following:

-Tell the disruptive student(s) to make an appointment to see you.

-Give the student a public warning that his or her behavior is disruptive, and if it continues you will ask the student to leave the room Be sure that your school's policy allows you to do this.

-Ask the student if he or she would like to drop the course without penalty (if your institution allows it), pointing out that the student seems unhappy with the course. This is best done privately.

-Warn the student that he or she may be dropped from the course (again, only if your institution's policy allows it). This also is best done in a private conversation.

• Know your institution's procedure, if it has one, for dropping a student from a course. Use it if necessary to deal with an unruly or disruptive student after other approaches have been tried unsuccessfully. You might want to write memos of your conversations with such students, describing their behavior.

• Respond when students tell sexual jokes, make sexual innuendoes or sexist remarks. These behaviors are often made with the aim of intimidating female instructors or students and impressing other males. Not responding may discourage female students from speaking about women's issues or from speaking at all and encourage other male students to attempt intimidating behaviors. You can indicate disapproval in several ways:

-You can decide not to respond overtly, but rather to just frown at the person.

-You can indicate your displeasure, stating that you found the comment or joke offensive. Or you can say in a shocked tone, "I beg your pardon!"

-You can smile and say, "I don't believe you just said what you did," then go on without further comment.

- You can pretend to take the comments literally or you can pretend not to understand and ask the person to repeat the comment once or twice; then you can ask for an explanation. Being asked for an explanation of a sexist remark either embarrasses the offender or suprises him because he does not get the expected response.

• Don't feel you have to handle *every* instance of offensive behavior verbally. It is all right to ignore some behavior some of the time (although ignoring it can be misinterpreted as an inability to deal with the behavior). If you do not want to deal with a student verbally, you can indicate your disapproval by frowning, eye-rolling, or sighing. Recognize, however, that at some point you will probably have to deal with the student more directly.

• If a student continually criticizes you inappropriately, such as by saying, "You are politicizing the class," recognize that no amount of logic is going to change that person's mind. It is often more effective to acknowledge the person's feelings by saying, for example, "It is really hard for men to understand when that happens." You might also handle it in the offhanded manner suggested earlier, as in "Ah! It will probably get worse."

Additional recommendations are described in the report,

Women Faculty at Work in the Classroom, or, Why It Still Hurts to be a Women in Labor, which discusses how male and female students often create a chilly climate for women faculty.

The report contains about 65 recommendations and is available for $5 from the National Association for Women in Education, 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511.

Did mooning cost player the Heisman Trophy?

Jamie Whited, a female athletic trainer who claimed she was sexually harassed, has settled her suit with the University of Tennessee. The story is this: All-American quarterback Peyton Manning acknowledged that he had mooned a fellow athlete, Malcom Saxon, but did not believe Whited had seen the act.

However, a newspaper account, later verified by all three, said that Whited was squatting behind Manning, examining his foot, when Manning dropped his shorts. When she heard laughter, she looked up and saw Manning's exposed buttocks.

Shortly after the settlement, Manning was thought to be one of the front runners for the much coveted Heisman Trophy. Sports writers received many e-mail messages about his behavior.

Someone else received the Heisman trophy.

Working in Academe and Elsewhere

Salary gap widens between genders

For nearly two decades the gap between median earnings of men and women had slowly narrowed.

From the 1970's, when the median for women's salaries was approximately 60 percent of men's, the salary gap began to close, and in 1993 the gap had narrowed to 77.1 percent.

The narrowing trend was touted in many quarters as evidence of women's equality and increased opportunities.

Since 1993, however, the gap has begun to widen. By 1996 the gap had dropped to 75 percent, and in the second quarter of 1997 had dropped slightly to 74.8 percent. Although an earlier drop between 1993 and 1994 was attributed to changes in survey methods, this does not explain the continuing widening of the gap.

Some economists are not convinced that the data indicate a true reversal of the trend toward narrowing the gap. Heidi Hartman, director of the Institute for Women's Policy Research noted that half to three-quarters of the narrowing resulted from men's real wages falling.

"Now," she says, "Men's wages are rising again, so to keep closing the gap, women's would have to be rising faster." Hartman also noted that more women are moving into low-skill jobs instead of high-skill, higher-paying ones.

Memo to therapists: let the women talk

Those who are familiar with writings on the chilly classroom climate know that female students are more likely to be interrupted than male students by students and faculty of either gender. A new study shows that regardless of gender, therapists interrupted their female clients three times as much as they did their male clients. Because one cause of interruption might be that the women talked more than the men, the researchers counted both the number of words and the number of times each client spoke and found that the women took up the same amount of conversational "space" that the men did.

The reasons for interruptions? Researcher Ronald Werner-Wilson suggests that the therapists unconsciously treat men and women differently because it is culturally acceptable to cut women off and because women are less likely to challenge interruptions than men. The research examined 41 family therapy sessions and is reported in "Client Gender" by Ronald Jay Werner-Wilson et al, *Journal of Family Psychology*, Vol. 11, No. 3.

Married women faculty: stay home?

Each year we report on how students feel about married women working. Once again we report that a substantial number of first-year students (over 25 percent) agree strongly or somewhat agree that "The activities of married women are best confined to the home and family." Among women, 19.6 percent agreed, a few tenths of a percentage higher

than last year. Among men, the figure increased from slightly over 30 percent to 32.2 percent. The figures have remained fairly stable for years.

The implications? Married women professors teaching first-year students may face a situation in which 25 percent of their students believe their married women professors should not be there, but rather at home with their families.

Copies of the report, *The American Freshman: National Norms for Fall 1997*, are available for $22 from the Higher Education Research Institute, 3005 Moore Hall, University of California at Los Angeles, Graduate School of Education and Information Studies, Box 95121, Los Angeles, CA 90095-1521

Ten years to get equal pay

In 1987 Dorothy Kovacevich, a special education professor at Kent State University began trying to get equal pay for women at her institution. She and others produced statistics showing that women at Kent State were promoted less often than men and received about 80 percent of the salaries that men received. After the Department of Labor found Kent State to be in noncompliance with the Equal Pay Act, Kovacevich and several other women faculty members sued for pay adjustments.

Finally, in the summer of 1997, the case went to trial. The jury, rejecting Kent State's argument that Kovacevich's low salary was justified by poor work, awarded her three years back pay. Because she is now retired, the jury also awarded her a retroactive pension increase. The Department of Labor is currently investigating systemic salary discrimination at Kent State.

Prof awarded $69,400 in salary dispute

Norma Sadler, a professor at Boise State University won her suit charging Boise State University with salary discrimination. The university contended that her salary was the result of poor performance, even though she had received favorable teaching evaluations, promotions and merit pay raises. Sadler offered evidence showing that the pay gap between the average male and female salary was 20 percent.

The jury awarded Sadler $33,700 in back pay, $35,000 for compensatory damages and $7,000 in damages related to retaliation directed against her. Boise State is planning to appeal.

Resource: work and family issues

The Business and Professional Women's Foundation last year initiated its first academic symposium on work and family issues. *The Duality of Work and Family Roles* is a collection of papers presented at that conference.

The papers discuss variations in work-family policies and practices, effects of work-family benefits on absenteeism, and satisfaction with child care. The papers also discuss success at work and family, the intersection of work and family in men's and women's lives, dual-earner families, and reduced-hours career paths in the medical profession.

Differences in well-being among professional, working class and non-employed mothers, and family and work roles as related to marital quality in late mid-life are also discussed.

The report costs $45 plus $3 for shipping and is available from BPW Foundation, 2012 Massachusetts Avenue, NW, Washington, DC 20036. Phone: (202) 293-1200; fax: (202) 861-0298.

Media depicts women as concerned more about romance than their jobs or education

A new study shows that in films, television shows, commercials and magazines for teenagers, women are likely to be portrayed as concerned more about romance and their appearance than with their jobs, careers or education.

The 1996 study, conducted by Nancy Signorelli of the University of Delaware for Children Now and the Kaiser Family Foundation, showed that the majority of characters were men—68 percent in movies and 55 percent in television. Seventy-eight percent of the performers on music videos were men.

The study examined 23 top-rated television shows, 15 movies, three weeks of top music videos and four issues of the leading magazines for teenage girls, *YM*, *Sassy*, *Seventeen* and *Teen*. In both movies and television, women were less likely to be shown working than men. In all media women were more likely than men to be perceived as thin or very thin. In magazines for teenagers, 35 percent of the articles dealt with dating, while only 12 percent dealt with school or careers.

Any good news here? Yes, a little. In movies, 69 percent of the women were shown using their intelligence, although on television, the figure was only 34 percent. Self-reliance was shown by 35 percent of female characters depicted on television and in movies and by 28 percent of females depicted in magazines.

Do women have to be smarter to get a postdoc?

So it seems, at least in Sweden. A study of peer-review scores of postdoctoral applicants found that female applicants had to be 2.5 times more productive than male applicants to receive the same score. A review of 113 applications received for 20 positions showed that women received lower scores on productivity, first author productivity, and journal citations. Women with scores of over 100 were deemed to be only as competent as those men with scores of less than 20.

The two variables having the greatest influence on competence scores were gender and whether the applicant knew a member of the reviewing committee. The study appeared in a recent issue of *Nature*.

Staff from UC campuses share strategies on women's issues

Sharing information and strategies on women's issues pays off. That's why women's center staff from all nine University of California institutions stay in touch throughout the year and why they also meet annually to share information and ideas related to rape prevention and sexual harassment. Women's center staff from the campuses in northern California have their own meetings every few months.

Sexual Harassment

Supreme court to hear four sexual harassment cases

The Supreme Court is expected to clarify several sexual harassment issues when it hears four cases dealing with the subject this term.

The Court will examine the following issues:

- whether same-sex harassment is a violation of Title VII of the Civil Rights Act, which prohibits discrimination in employment;
- what the legal standard is for holding employers liable for the behavior of a supervisor whose acts are so pervasive that they create a hostile environment;
- in what instances a school is liable for the sexual abuse of a student by a teacher; and
- whether an employee is covered by Title VII if she was subjected to sexual advances by her supervisor, but did not submit or suffer any adverse consequences on the job for refusing.

Although three of the cases involve employment, the decisions are likely to affect the way the Department of Education and lower courts interpret Title IX of the Education Amendments, which prohibits sex discrimination against students and employees of institutions receiving federal monies.

In all of its previous rulings on sexual harassment issues, the Court has ruled unanimously in favor of the plaintiffs.

Yale prohibits teacher-student sexual relationships

Yale has toughened its policy concerning sexual relationships between faculty and students. Yale's earlier policy warned faculty members to avoid such relationships. The new policy, issued by the provost's office, bans sexual relationships between students and faculty members.

The policy, which went into effect this spring, was adopted after Jay Jorgenson, an assistant professor in mathematics, was found to have had a relationship with a student. Although Jorgenson denied the relationship, a grievance panel found otherwise and also found that the relationship was sexual harassment. Jorgenson was privately reprimanded and dismissed at the end of last year.

The 10-member committee that recommended the new policy said, "Any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may lead to an inhospitable learning environment for other students."

The policy also applies to graduate teaching assistants when they have "direct supervisory responsibilities" or "those for whom they are likely to have future supervisory responsibility."

More peer complaints in lower grades than in colleges

Complaints involving student-to-student harassment continue to be greater at the elementary/secondary level than in higher education. Several cases have been settled for six-figure amounts, and there are at least three cases pending—one each in California, Washington and Missouri. Student-to-student litigation involving colleges and uni-

versities is relatively rare. Among the reasons put forth for the discrepancy:

- There may be less harassment in higher education and/or it is of a less severe variety.
- College students may be able to handle harassment better on their own.
- College students may be less likely to bring complaints.
- Complaints in colleges and universities are more likely to be handled effectively by officials.

Although colleges in general have only recently begun to attend to student-to-student harassment issues, they have been dealing with sexual harassment of students by faculty and staff for many years. Virtually all institutions of higher education have policies prohibiting sexual harassment. In contrast, many school systems still lack policies dealing with sexual harassment of students by faculty, staff or other students. There also have been numerous lawsuits because of failure to enforce policies prohibiting molestation of students by teachers or staff.

More courts find insurers not liable for sexual harassment claims

A Michigan appeals court has found that the insurance company for Alma College (MI) is not liable for the college's $175,000 settlement or the defense costs of a sexual harassement claim brought by a college employee. The case, *Alma College v. St. Paul Fire and Marine insurance Co.*, involved a part-time employee who was raped by a college security guard. The case also included charges of sexual harassment.

Another insurance decision was made in a case involving a social studies teacher in a St. Paul, MN, high school who was accused of sexual misconduct by a student. The insurance company refused to cover the costs of litigation, contending that the teacher's behavior was not part of his official duties. The policy stated that teachers were covered for claims that stemmed from actions they took while doing their jobs. In 1997 in *Minnesota School Board Association Insurance Trust v. Dahl*, the Minnesota Court of Appeals ruled in favor of the insurance company.

In another 1997 decision, a New York Court of Appeals ruled that employers are liable for the costs of lawsuits rising out of negligent hiring, training or supervision of their employees, and for negligent infliction of emotional distress when the "operative act" of the employee is not covered by insurance. Many of these claims relate to sexual harassment, sexual molestation and assault. The case, *Public Service Mutual Insurance Co. v. Camp Raleigh*, along with others, is discussed in the article, "Employers Lose Insurance Coverage for 'Negligent Supervision' Claims," by Judith E. Goodman. The article appeared in the *Sexual Harassment Litigation Reporter.* (See "Sexual Harassment Resources," page 8 for information on the *Reporter.*)

In the past, courts often ruled that insurance policies covered misconduct. However, in recent years there have been two trends: first, insurance companies have tended to explicitly exclude payment in cases of misconduct and, second, courts have tended to rule that misconduct is not covered by the policy when its language is unclear.

University supervisor sued for aiding and abetting harassment

Can a supervisor who knows about a workplace sexual harassment policy, yet ignores it, be sued for aiding and abetting prohibited discrimination? Under Massachusetts state law, the answer is yes.

Madonna Chapin, a police officer at the University of Massachusetts at Lowell sued the university under Title VII and other laws, including aiding and abetting, in violation of Massachusetts law prohibiting discrimination. Judge Reginald Lindsay noted that failure to investigate gives tacit support to discrimination and that other jurisdictions have held that a failure to act to remedy harassment can actively contribute to a hostile environment.

Title ix does not cover all off-campus harassment

A U.S. Court of Appeals has ruled that an unpaid intern who was sexually harassed while doing mandatory senior field work was not protected by Title IX because the psychiatric hospital to which the student was assigned was not an "educational program" under the regulation. The court also ruled that the student did not meet the definition of "employee" and therefore was not covered by Title VII either, thus leaving her without the protection of these federal laws.

Bridget O'Connor, a student at Marymount College (NY) was required to perform fieldwork at Rockland Psychiatric Center. She received federal work-study funds for her work. James Davis, a psychiatrist at the hospital, called her "Miss Sexual Harassment" and made sexual remarks, sexual jokes and suggestive noises to her and others, including patients, even after O'Connor complained to her supervisor at Rockland. No investigation was ever done at Rockland. After she later complained to Marymount, she was

transferred elsewhere to complete her internship.

The case, *O'Connor v. Davis et al.*, included Marymount, Rockland and the state of New York as defendants as well as various employees of both institutions, and was decided by the U.S. Court of Appeals for the Second Circuit in September 1997.

After the case was decided, O'Connor completed her degree in social work. She now works for a marketing firm.

Two studies show sex harassment in high schools

Sexual harassment may be far more common in secondary schools than is acknowledged.

Two studies examined student-to-student harassment in New York and Texas. The New York study interviewed over 1,000 students in middle and high schools on Long Island. The students, from a suburban mix of middle-class, wealthy, and low-income families, were observed in classes and hallways and in social setting before and after school.

The study found:

- Most girls were harassed by boys, and boys were also more likely to be harassed by boys.
- Females were more likely to be harassed and it upset them more than it did males.
- Girls who were unattractive, unstylish, overweight and physically mature and boys who did not fit the stereotypic male model were most likely to be harassed.
- Verbal abuse, such as calling girls "whores" was common.
- Both male and female students felt that teachers rarely intervened.
- Only six percent of the students told an adult in authority that they were harassed.
- Those that reported harassment often found no help or support.

The study, "Boys Call Me Cow" by Carol Shakeshaft, Laurie Mandel, Yolanda M. Johnson, Janice Sawyer, Mary Ann Hergenrother, and Ellen Barber, appeared in *Educational Leadership*, 1997.

The Texas study, involving a survey of nearly 2,000 students in public schools from grades 7-12, found:

- Sixty-two percent of the students said they were first harassed between the ages of 11 and 14.
- Fifty-two percent of the female students said they had been forced to do something sexual against their will.
- Nearly six of ten girls said they were harassed every other day, and a large number reported they were harassed weekly.
- Seventy-two percent of the students reported being pinched, touched or grabbed.
- Boys harassed girls in 70 percent of the instances reported in the survey.
- When the results from boys and girls were combined, students harassed other students in 89 percent of the serious instances.
- Of those who reported serious incidents to a teacher, more than two thirds said that nothing happened to the harasser.

The study was conducted by Sylvia Cedillo of the Texas Civil Rights Project.

It was reported in the Monthly Bulletin of the *Educator's Guide to Controlling Sexual Harassment*, published by Thompson Publishing Group, Washington, DC.

Both studies confirm earlier findings by the American Association of University Women and Wellesley College.

The lack of attention to student-to-student harassment in lower education has direct implications for higher education institutions: these are the students in the pipeline.

Sexual harassment resources

Following are two useful resources on sexual harassment:

- *Sexual Assault Information Page* includes a section on sexual harassment and other on-line resources: **http://www.cs.utk.edu/~bartley/saInfoPage.html.** It also includes information about organizations and web resources on topics such as rape, sexual abuse, incest, and law.
- *Sexual Harassment Litigation Reporter* is a monthly publication of approximately 80 pages. It covers recent cases and includes actual filings, pleadings, briefs and opinions of the parties and the courts.

The *Sexual Harassment Litigation Reporter* monitors case law developments and includes commentary. Cost: $465 per year, $285 for a half year.

For information, contact Andrews Publications, 175 Strafford Avenue, Suite 140, Wayne, PA 19087. Phone: (800) 345-1101; fax: (610) 225-0501.

150th anniversary of first women's rights conference

This year marks the 150th anniversary of the first conference on women's rights, held in 1848 in Seneca Falls, NY.

Celebrations are planned around the country by various groups and organizations.

For information on national and state events, check out **http://www.legacy98.org**

Around the Campus

Issue of release of disciplinary records remains unresolved

For many years there has been a conflict between those who believe that the federal *Family Education and Privacy Rights Act* (FERPA) protects all records of campus disciplinary hearings and those who believe that disciplinary records are not "education records" as defined by the act. The U.S. Supreme Court recently refused to rule on Miami University's appeal of an Ohio court's requirement that the university release most campus disciplinary records.

Citing the state's open-records law, the Ohio Supreme Court ruled that disciplinary records, including records of the proceeding, were not "education records" under FERPA. The student newspaper had sued the university to release records from disciplinary hearings.

The matter may not yet be closed, however, because state courts are divided on this issue. The Georgia Supreme Court ruled in 1993 that campus judiciary records at the University of Georgia were not subject to FERPA and therefore were open. In 1994, a Louisiana state court ruled that similar records at Louisiana State University at Shreveport were protected under FERPA.

The U.S. Department of Education takes the position that disciplinary records are education records. LeRoy S. Rooker, director of the Department's Family Policy Compliance Office, has told Miami's president that Ohio universities could comply with FERPA by deleting all information identifying a student before releasing information about disciplinary proceedings.

Harvard adds women executives to its business case studies

For many years case studies have been the centerpiece of the curriculum at Harvard University's Graduate School of Business Administration. During their two-year stint, students are likely to be exposed to more than 1,000 cases. Harvard also sells about six million copies of its case studies to schools of business all over the world. There are about 7,500 cases in the Harvard collection, and about 700 new case studies are developed each year. The cases are based on real life experiences within business organizations.

Although women have been included in Harvard's case studies, only a few cases include women as top executives. The initiative to develop new cases came from Marjorie Alfus, a former Kmart executive who ran her own importing company and who contributed $250,000 toward the effort. Her gift was matched by the Committee of 200, comprised of female executives. Harvard matched the two gifts, bringing the total for the program to $1 million. The program, to be called the Marjorie Alfus/Committee of 200 Fund, is expected to develop about 30 new cases in its first year.

Association of citadel men changes name

The Association of Citadel Men has changed its name to reflect that women will be alumni in the near future. At a closed meeting, more than two-thirds of the 250 voting members supported changing the name to the Citadel Alumni Association. The group also agreed to allow alumni of The Citadel's graduate and evening school programs to join the renamed association. These programs, which are separate from the four year cadet program, have allowed women as students for many years.

Giving awards for women's equity

A number of schools have developed awards for faculty, staff and students who have contributed to women's equity at their school. For example:

• Vanderbilt University honors the individual who has contributed most to the advancement of women at the university. This year's Mary Jane Wertham award went to Gary Jensen, former chair of the department of sociology. Under his leadership, the number of women in the department increased and the climate for women and minorities improved. He has been a strong supporter of the Women's Studies Program and the Women's Center at Vanderbilt. The award is named in honor of the first woman to serve on the Vanderbilt Board of Trustees.

The Women's Center also sponsors a Mentoring Award to honor the member of the university community who best fosters achievement by Vanderbilt women, and it awards a prize to the undergraduate student who best demonstrates leadership in activities that contribute to the achievement, interests and goals of women and girls or which promotes gender equity.

• The President's Commission for Women at Slippery Rock University (PA) sponsors several Women of Distinction Awards for women who have demonstrated a significant contribution to the women's community on campus and/or shown a special commitment to support or mentor other

women. The awards are presented at the annual Women's Studies Mentoring Dinner.

• The University of Florida honored 47 alumnae of distinction for their contributions to their field of service, the university, their communities, the state, or the nation. A committee appointed by the president of the university chose honorees. The women were given presidential medallions at a ceremony at the beginning of the academic year. After the general convocation, the women were recognized at individual colleges across the campus.

The Center for Women's Studies and Gender Research, in conjunction with the College of Liberal Arts and Sciences, honored five alumnae of distinction at the Center's opening reception.

Some students on welfare forced out

The new federal rules on welfare require recipients to work or lose their benefits. College courses not seen as leading directly to work no longer count as work, so thousands of college students are being forced to drop out and take low-level jobs.

While overall figures are hard to obtain, figures for some colleges obtained by the *Washington Post* (December 29, 1997) suggest that the new law has had a drastic effect. At Baltimore City Community College, one-third of the almost 900 students on welfare quit in the past year. At City University of New York, the number of students on welfare dropped from 27,000 to 14,000. At Milwaukee Area Technical College, the number of students on welfare dropped from 1,600 to 250.

States have some flexibility to pay benefits using state money. Twenty-four states exempt some welfare recipients from the work requirements so they may attend college. Most of these states restrict attendance to two years or less of post-secondary education. Only Maine and Wyoming allow some welfare recipients to attend college for up to four years.

Conference about sexuality is criticized

A November conference at the State University of New York at New Paltz that included sessions addressing sadomasochism and sex toys has triggered attacks on the university and its president. The conference, entitled, *Revolting Behavior: The Changes of Women's Sexual Freedom*, was the 21st women's studies conference hosted by SUNY's New Paltz campus.

Some people called for the firing of President Roger W. Bowen. Governor George E. Pataki directed the chair of SUNY's board to investigate. Despite sharp criticism of the sessions on sadomasochism and sex toys, a panel of present and former high-level SUNY officials and a faculty representative chosen by the governor found that censorship would have been wrong and the college was justified in hosting the conference.

The panel's report to the trustees found that "Taxpayer support is provided as a matter of public policy and cannot depend on the wishes of individual taxpayers or the disagreement of specific taxpayers with particular activities."

The university provided $2000 to host the conference, which also included issues such as birth control and HIV education.

As the issue continued to be discussed, an anonymous couple donated $350,000 to SUNY, New Paltz, in support of free speech.

Athletics

Jury awards nearly $1.3 million to coach

A jury has awarded nearly $1.3 million to the former coach of women's softball at Oregon State University, finding that the university and its athletic director at the time had discriminated against the coach and violated her right to free speech.

Vicki Dugan, who worked at Oregon State from 1988 to 1994, charged that she was paid less than male coaches and that the university had provided poor facilities and few scholarships for women softball players and no money for assistant coaches.

She contended that Dutch Baughman, then athletics director, had threatened to drop the softball program after she complained about inequities.

The jury found the university liable for $329,485 in economic damages, $750,000 in compensatory damages, and $19,336 in damages under the *Equal Pay Act*.

The jury also found Baughman liable for $60,000 in compensatory damages and $125,000 in punitive damages.

More steroid use by female athletes

Although there are no figures on the use of steroids by college women, a recent study of female high school athletes shows they are using anabolic steroids at an increasing rate to augment their performance.

From 1991 to 1996 steroid use among male high school athletes remained at about the same level, according to the study, while steroid use by female athletes doubled to 1.1 percent.

One of the three surveys included in the national study showed that 2.4 percent of high school girls have used steroids at least once; a percentage that represents approximately 175,000 girls.

The data come from a report of three national surveys and a smaller series of questionnaires in ten states. The report, written by Charles Yesalis at Pennsylvania State, was reported in the December issue of the *Archives of Pediatric and Adolescent Medicine*, published by the American Medical Association.

Steroids, which can be taken orally or by injection, can cause women's breasts to shrink, male hair growth, deepening of the voice and menstrual problems.

Boston university to drop football: women's teams will benefit

Boston University has decided to drop its football team after incurring annual losses of almost $3 million. Most football teams lose money, but Boston cited the lack of enthusiasm for the team and poor attendance as also leading to the decision.

Although Boston University did not drop the team to meet Title IX requirements, its decision will mean that money spent on football will be reallocated. Boston University plans to increase its spending on women's sports by $500,000 per year.

EEOC issues new guidelines on pay for coaches

New guidelines governing salaries for men and women coaches have been issued by the Equal Employment Opportunity Commission.

The guidelines were prepared to bring colleges and universities into compliance with Title VII of the *Civil Rights Act of 1964*, which prohibits discrimination in employment on the basis of race, color, religion, nationality and sex, and the *Equal Pay Act of 1963*, which mandates equal pay between men and women on the basis of skill, effort and responsibility.

Although the 29-page document does not mandate that men and women coaches receive the same salaries, an institution must be able to prove that the difference is not based on a coach's sex.

Under the guidelines, institutions cannot justify salary discrepancies by arguing that men's sports produce more revenue unless women's sports have received substantially the same opportunities and resources to produce revenue. Athletic directors have long justified salary discrepancies by arguing that men's sports are more profitable, and competition for coaches drives up salaries.

The commission stated that such factors can justify salary differences only in limited circumstances, such as additional public relations responsibilities for a coach or a particular coach's outstanding qualifications. To prove that the profitability of a program justifies higher salaries for a male coach, an institution must demonstrate that it has not provided reduced support to the women's program.

Ellen Vargyas, legal counsel to the commission, stated that she could not think of any other industry with "such extreme pay differentials." The disparities are greatest between men and women basketball coaches at Division I institutions, where the median compensation is $290,000 for men's basketball coaches and $98,400 for women's basketball coaches.

The U.S. Department of Justice is reviewing salaries of coaches to determine if sex discrimination is a factor in discrepancies based on data provided by Division I institutions under the *Equity in Athletics Disclosure Act*.

National women's studies conference

Women's Rights Around the World: Past, Present and Future is the title of the 19th annual National Women's Studies Conference.

The conference is co-sponsored by the Women's Rights National Historical Park in Seneca Falls, New York, where the first conference on women's rights was held 150 years ago. The conference will celebrate the legacy of that conference, advance the agenda and create networks to sustain women's rights activism into the 21st century.

A wide range of topics will be addressed, including international women's rights; the politics of gay, lesbian, bisexual and transgendered communities; feminist science education; the sex wars; activism; and topics related to women's studies.

The conference will be held at Oswego State University (not far from Seneca) from June 10 to June 14. For information contact the National Women's Studies Association, 7100 Baltimore Avenue, #301, College Park, MI 20740. Phone: (301) 403-0525; fax: (301) 403-4137; e-mail: **nwsa@email.umd.edu**

Resources

Denying gender inequities

Anyone who works on women's issues and concerns has surely been told more than once that all the gender inequity problems have been solved. *Speaking of Sex: The Denial of Gender Inequality* by Deborah L. Rhode illustrates how wrong that belief is. Rhode, a professor of law at Stanford University, illustrates how women still face inequities in their public, professional and private lives, including job opportunities, salaries, education, law, sexual violence, treatment by the media, and through unequal distribution of housework and child care. Why these inequities still occur is explored as well as what women want when they seek equity.

Her conclusion: women cannot achieve real gender equity until more Americans recognize that there is a problem requiring correction. The book is published by the Harvard University Press, 1997.

Catalogues

Following are several useful catalogues:

• *Women Make Movies* is a film and video catalogue that includes 30 new releases for 1998.

The movies and videos cover numerous topics, such as violence against women, arts and literature, the women's movement, racism, Latina issues, mass media, religion, international issues, reproductive rights, work, young women, lesbian issues, history, immigration and human rights.

The catalogue is produced by Women Make Movies, a national non-profit media arts organization that facilitates the production, promotion, distribution and exhibition of independent films and videotapes by and about women. For information, contact the organization at 462 Broadway, Suite 500 R, New York, NY 10013. Phone: (212) 925-0606; fax: (212) 925-2052; e-mail: **info@wmm.com**.

• For an on-line catalog of film studies, contact: **http//poe.acc.virginia.edu/~pm9k/libsci/womFilm.html**, which is a site called "Women in Cinema: A Reference Guide." Developed by Philip McDowney, a librarian at the University of Virginia, the site contains sections on anthologies and collections, biographies, electronic sources and reviews.

• *Resources for Educational Excellence, 1997 Catalog*, produced by the Women's Educational Equity Act (WEEA) Equity Resource Center, contains resources for education at all levels, such as working papers on gender and technology, a case study of Title IX and the WEEA Program, and information on sex-fair health services, disabilities, women in American history, teacher education and violence prevention.

For further information, contact the WEEA Equity Resource Center, Education Development Center, 55 Chapel Street-C97, Newton, MA 02158-1060. Phone: (800) 225-3088; fax: (627) 332-4318; e-mail: **WEEA pub@EDC.org**.

• *Publications Catalog 1997* of the Wellesley Centers for Women (The Center for Research on Women and the Stone Center) lists papers, reports, video and audio tapes, and conference proceedings on issues such as adolescence, leadership, aging, health care, gender relations, math and science careers, child care, employment issues, family relationships, mother/daughter relationships, violence, media and women of color.

For information contact The Wellesley Centers for Women, Wellesley College, Wellesley, MA 02181-8259.

• *Sources for Research in Women's Studies* describes books and microfilm on several dozen topics, such as women in politics, Latin America, religion, the military, and the status of women. Published by Scholarly Resources, Inc., 104 Greenhill Avenue, Wilmington, DE 19805-1897. Phone: (800) 772-8937 or e-mail: **sales@scholarly.com**.

Scholarly Resources also distributes *Women and the Law* and *Women and Health/Mental Health* for the Women's History Project.

Initiatives covers wide array of topics

The Fall 1997 issue of *Initiatives*, the Journal of NAWE, examines past and present concerns for women in higher education, including leadership of women in higher education during the depression, medical education from the Victorian era to the present, mentoring women administrators, adult women's learning in higher education, and co-dependency issues and their implications for campus programing for adult women students.

Available to members and also by subscription. Single copies cost $15.

For information, contact NAWE at 1325 18th Street, NW Suite 210, Washington, DC 20036-6511. Phone: (202) 650-9330; fax: (202) 457-0946; e-mail: **NAWE@clark.net**

Women's studies

• A new women's studies database is now available. The *Introduction to Women's Studies Database on Primis* includes readings on women's studies as well as specially commissioned essays. The readings are organized under 25 general topic areas, such as women's studies; women's movements; feminist theories; race, class and gender; women's bodies; mothering and families; women and law; women and science; sexuality and sexual orientation; language; sports; religion and reproductive health.

Developed by Janet J. Montelaro and Patricia M. Ulbrich, the database is organized so that faculty members can create individualized texts for their courses. For further information, contact Primis Custom Publishing, McGraw Hill Companies, 1221 Avenue of the Americas, New York, NY 10020-1095. Phone: (800) 962-9342; fax: (609) 426-5900.

• Women's Studies in Community Colleges is an open, unmoderated list for faculty, researchers, librarians and administrators interested in networking about current and future women's studies programs and classes in two-year institutions. To subscribe, send an e-mail to **majordomo@clark.edu** with the message "subscribe_ wscc <your e-mail address>" and leave the subject line blank.

• Feminist Pedagogy is a listserve discussing teaching issues. To subscribe send an e-mail to **LIST-SERV@UGA.CC.UGA.EDU** with the message "subscribe_femped-l<first name_last name>".

• For an on-line biography of women's history in women's studies and history journals, look at *ViVa* from the International Institute of Social History, Amsterdam, Netherlands at **http://www.iisg.nl/~womhist/index.html**.

Women in the clergy

In Their Own Right: The History of American Clergywomen is the first across-the-board history of American clergywomen from the many faiths, churches and temples in America. The authors, Carl J. and Dorothy Schneider, describe the slow progress of women from colonial days to the present. It covers "parish administrators" in the Roman Catholic Church, ordained Mormons, Methodist bishops, Jewish rabbis, Episcopal priests, and evangelists from Salvation Army officers to women who founded their own churches and denominations.

The future direction of women in the clergy as well as the impact of feminism, current controversies, and other tensions also are discussed.

Copies cost $39.95 plus $3.00 for shipping, and are available from the Crossroad Publishing Company, 370 Lexington Avenue, New York, NY 10017. Phone: (800) 395-0690.

Sexual Assault

Midshipmen resign after accusations

Five midshipman, juniors at the U.S. Naval Academy, have resigned after being accused of sexual misconduct in separate incidents involving female students. Four of the men were accused of assaulting a female student last spring at an off-campus party. The allegations were made in November and subsequently investigated.

The fifth midshipman was also accused in November of entering the dormitory rooms of two female students at night and attempting to assault them sexually. Both women were able to fight him off and he left. Pending the results of an investigation, the man was transferred to another company and ordered to stay away from the women. Until a similar incident occurred in 1996, midshipmen were not allowed to lock their doors at night. Although the policy now allows them to do so, many still keep their rooms unlocked.

The superintendent of the academy recommended that the midshipmen be allowed to resign and be required to pay back the government for the cost of their

NAWE
Advancing Women in Higher Education
Now premiering on computers around the world. . . the NAWE webpage!
www.nawe.org
Sign our guest book if you stop in.

education. Had they not resigned they would have faced disciplinary hearings and possible courts-martial.

Rape lawsuit goes forward

The U.S. Court of the Appeals for the Fourth Circuit has ruled that a student can sue her university and the two student football players she accused of raping her in 1994. The case involved Christy Brzonkala, a former student at Virginia Tech University who charged the school with coddling the athletes and failing to take sufficient action against them, thereby perpetuating a sexually hostile environment, in violation of Title IX.

The case represents the first time that a federal appellate court has found that victims of sex-based crimes can sue their attackers in federal court under the *Federal Violence Against Women Act*. In so ruling, the court overturned a lower court's finding that Congress had exceeded its authority in passing the civil rights provision of the law. Five other lower courts have upheld the statute.

Brzonkala had accused the two men of raping her in her dormitory, although she did not report the incident for several months and did not file criminal charges. Virginia Tech's disciplinary board cleared one of the accused students, but found that the other had violated the school's "abusive conduct" policy. He was required to attend a one-hour sensitivity class and was also suspended. However, the suspension was deferred until after he graduated, which allowed him to return to school in the fall of 1995.

As a result, Brzonkala chose not to return to campus for that fall semester. She is seeking unspecified damages from the two men and Virginia Tech University.

Student Leadership Conference

Register now for NAWE's National Conference for College Women Student Leaders to be held in Washington, DC, June 4–6.

To get the most from the conference and enjoy lower fees, be sure to register before May 15. After that the fee will increase by $50 and will be accepted only on a space-available basis.

Here's another reason not to delay . . . only the first 100 registrants will be able to visit with women leaders on Capitol Hill during optional pre-conference activity on June 4.

Student leaders won't want to miss a single session beginning with the June 4 sessions, *Finding your own voice* and *How to work a conference*—both ultimate networking experiences.

But there's more, lots more . . .

- ***Interest track sessions*** on careers, leadership, civic and community issues, legislation and politics, diversity and inclusion, women's health concerns, lifestyle issues, and issues on non-traditional students.
- ***Awards ceremony and dessert reception.*** Women who have excelled in their field will be honored during the conference as "Women of Distinction."
- ***Optional bus tour of Washington*** . . . only $10.
- ***All meals and receptions*** (except Friday night dinner) are included in the registration fee, with vegetarian selections available.
- ***Conference scholarships*** are available to student registrants. Applicants must get a letter of support from an advisor or professor, write a personal letter to the conference chair, and submit a resume. (Complete packets must be postmarked by May 1.)
- ***Networking opportunities***, including *Birds of a Feather* issue groups, morning walks and exercise programs.
- ***Lodging at Georgetown University*** on June 4 and 5. Additional room nights available immediately before and after the conference for an extra charge. (Contact NAWE headquarters by May 16 for information.)

Registration Form

Name: _____

School/College: _____

Address: _____

City/State/Zip: _____

Permanent address: _____

City/State/Zip: _____

Permanent phone: _____

Check one: ❑ **Student** ❑ **Advisor**

Registration (includes lodging & meals):

Before May 16	After May 16	
$295	$345	$ _____

Roommate choice: _____
(randomly assigned after May 16)

Single room supplement
(limited availability): $50 $ _____

Extra room night(s)
(limited availability @ $30 night)

Specify night(s) _____ $ _____

Trolley Tour:
June 5, 8:30 p.m., $10 $ _____

TOTAL ENCLOSED: $ _____

Preconference activity:
Thursday: June 4 (no charge);
Visit with women leaders on Capitol Hill
❑ yes ❑ no

Community service activity
❑ yes ❑ no

Payment or credit card authorization must accompany registrations.

Register with check payable to NAWE ❑

Register with credit card payment ❑
(mail or fax to: 202/457-0946)
Visa ❑ Master Card ❑

Credit Card #: _____

Expiration Date: _____

Signature: _____

Date: _____

Mail registration and payment to:
NAWE, 1325 18th St., NW, Suite 210
Washington, DC 20036-6511
Phone: (202) 659-9330
Fax: 202/457-0946
Register at Web site: http://www.nawe.org

32

BEST COPY AVAILABLE

ACE Office of Women in Higher Education

Leadership and Transitions

As members of the ACE/NNWL (formerly the National Identification Program) gather at the ACE annual meeting, they will celebrate the presentation of the third leadership award. The award, started with a generous gift from an anonymous friend of the network, recognizes a program, group or organization that has made a significant contribution toward the advancement of women in higher education.

The record number of nominations received this year has made the choice all the more difficult. At the yearly NNWL breakfast, the leadership award was presented jointly to the Executive and the Advisory Boards for the South Carolina Women in Higher Education Program. The South Carolina Program is recognized as a comprehensive program offering leadership development activities for women in the state. The program is also recognized for contributing to the visibility of women educators and improving the overall climate of South Carolina women.

The South Carolina statewide efforts included the production of a cable television program featuring women and the completion of a comprehensive study of women's status in higher education administration. The research was effective in raising the consciousness of senior administrators in the hiring process and resulted in a state-wide effort to save affirmative action. The South Carolina Program Boards were nominated by one of the college presidents and endorsed for this award by two other presidents in the state.

The NNWL Executive Board also honored the Women's Studies Program at the University of Wisconsin system. Wisconsin has 14 campus-based Women's Studies Programs serving 8,000 women annually. This initiative was also nominated by one of the system's presidents.

We call upon all those who are committed to including . . . women in the higher education agenda to join with us in our efforts to ensure that NNWL enters the next millennium with the knowledge, energy and vision to advance our mission.

In the midst of recognizing groups whose leadership has made significant contributions to women in higher education, the women of the NNWL are cognizant of the leadership transitions within ACE. Last year at this time Stan Ikenberry convened his first ACE annual meeting as the new president. The women in the NNWL watched this transition in leadership carefully, mindful that ACE support of the Office of Women in Higher Education and the NNWL is critical and that a change in support could dramatically impact all that has been achieved in the past two decades.

Dr. Ikenberry, over his year as ACE's new president, has met with the NNWL Executive Board, the NNWL State Coordinators and members of the Women's Commission. He has reaffirmed the importance of the work done by the OWHE and publicly applauded what has been achieved toward bringing women into senior positions in higher education and making the voices of women heard throughout the higher education community.

Again this year women in higher education, in particular those in the NNWL, watch as another transition in leadership unfolds. As Donna Shavlik retired as Director of the OWHE this past September, ACE began a national search for a successor. The important work of the OWHE continues to move forward under Judy Touchton's guidance and leadership. We are mindful yet again of the importance of the visionary leadership needed to carry forward the mission and goals of the OWHE and the NNWL.

In these times of persistent change and ever-present uncertainty, the potential to slip back in time is in our peripheral vision. We call upon all those who are committed to including the presence and the voices of women in the higher education agenda to join with us in our efforts to ensure that NNWL enters the next millennium with the knowledge, energy and vision to advance our mission.

Notes prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY

BEST COPY AVAILABLE

SUBSCRIPTION RATES:

Individual	1 year (four issues)	**$30**
Institution	1 year (four issues)	**$50**

Foreign subscriptions: Please add $7.00 per subscription to cover additional postage.

Discounts are available for bulk subscriptions mailed to a single institutional address. Call 202-659-9330 (fax 202-457-0946) for details.

YES

I am concerned about women on campus and want to enter my subscription to ***About Women on Campus.***

AND

I want to know more about NAWE: Advancing Women in Higher Education, one of the nation's oldest national professional education associations. ***Send me information about membership.***

Name

Title

Institution

Address

City/State/Zip

Send subscription form and payment to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511. Checks should be made payable to NAWE. MasterCard and VISA accepted.

NAWE
Advancing Women in Higher Education
Suite 210, 1325 18th Street NW
Washington, DC 20036-6511

Periodicals
Postage Paid at
Washington DC

BEST COPY AVAILABLE

HE

NAWE
Advancing Women in Higher Education

About Women On Campus

Volume 7, Number 3 • Summer 1998

Sexual Harassment

High Court rules that same-sex harassment violates Title VII

In a rare unanimous decision, the U.S. Supreme Court has ruled that Title VII, the law that prohibits discrimination in employment, also protects employees from being sexually harassed in the workplace by people of the same gender. The case was *Oncale v Sundowner Offshore Services*.

The decision, which includes employees of higher education institutions, is of importance in the implementation of Title IX, which prohibits sexual discrimination, including harassment, in all institutions receiving federal money. Several courts, as well as the U.S. Office for Civil Rights (OCR) of the U.S. Department of Education, have held that Title IX should be interpreted similarly to Title VII. OCR has already interpreted Title IX as covering same-sex harassment (See OCR's *Guidance*, March 13, 1997); the decision by the Supreme Court strengthens that interpretation.

Many schools and workplaces already prohibit same-sex discrimination.

Courts conflict on liability for peer harassment

The 7th U.S. Circuit Court of Appeals has ruled that school districts are liable for sexual harassment committed by one student against another. The March 1998 decision involved a student who attended University High School in Urbana, IL, which is affiliated with the University of Illinois. Plaintiff "Jane Doe" claimed she was verbally and physically harassed by a group of boys at school who, she said, also touched her, exposed themselves, and called her names.

Doe and her parents complained numerous times to officials of the high school, including two principals, a counselor, and an administrator responsible for handling sexual harassment complaints. She also complained to university officials, including two vice chancellors, two university police officials, an ombudsperson, and the liaison between the high school and university. Although two of the boys were suspended, and one was transferred from Doe's class, several officials suggested that Doe was responsible for the harassment and that she and her friends should act like "normal females."

The appellate court overruled the district court, stating that "a Title IX recipient may be held liable for its failure to take prompt, appropriate action in response to student [to] student sexual harassment...provided that recipient's responsible officials actually knew that the harassment was taking place."

The decision, *Doe v University of Illinois*, conflicts with a

INSIDE

Working in Academe 5
Around the Campus 7
Sexual Assault 10
Athletics 11
Women's Studies 12
Editor's Choice 14

NAWE
Advancing Women in Higher Education

National Association for Women in Education

Suite 210, 1325 18th Street NW
Washington, D.C. 20036-6511
Phone: (202) 659-9330
e-mail: *NAWE@clark.net*

Editor: Bernice Resnick Sandler
Executive Director: Lynn M. Gangone
Managing Editor: Abby Brown
Production Manager: Claire Voskuhl

About Women on Campus is published by the NAWE to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their membership fee. Individual subscriptions are $30 for one year. Institutional subscriptions are $50 for one year.

ISSN: 1061-768X

Application to mail 2nd class postage rate pending at Washington, D.C. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511

Volume 7, Number 3, Summer 1998

© 1998 by the National Association for Women in Education

The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad

1996 ruling by another federal appellate court. In *Rowinsky v Bryan Independent School District*, the 3rd U.S. Circuit Court of Appeals ruled that schools are not liable for student-to-student harassment unless the school district responded differently to girls' complaints than it did to boys' complaints. In *Davis v Monroe County Board of Education* the U.S. Court of Appeals for the 11th Circuit ruled, also in 1996, that schools have an obligation to take action if they knew or should have known of the peer sexual harassment.

The Supreme Court has asked the Justice Department to submit a brief in *Davis*, indicating that they may hear it. The case raises issues relevant to schools at all levels. (Note: In the spring of 1997, the OCR issued a "Guidance," stating that student-to-student harassment was prohibited by Title IX.)

Harvard disciplines its business students

Harvard University has disciplined six of its business school students for sexually harassing women students. The men were also accused of creating a "fraternity-like atmosphere." In a report, the school's Faculty and Standards Committee stated that the students' behavior included writing and passing notes, such as "top ten" lists with explicit sexual content, and "inappropriate and unwelcome physical contact and violations" of the privacy of other students.

Although women were generally the targets of the harassment, some notes were directed to men, with the signatures of female classmates forged. The harassment occurred in the fall of 1996 when the men were first-year students, but was not reported until the spring of 1997. Hearings were finally held in March 1998. The nature of the discipline was not publicized; however it is known that the six students were ordered to receive counseling.

Accused professors fight back

Professors terminated or otherwise punished for sexual harassment have been striking back through grievance procedures, the courts, and arbitration. Some have succeeded, others have not:

- The New Hampshire Supreme Court ordered the New Hampshire Technical Institute to reinstate Edward A. Boulay, a microbiology professor fired because of sexual harassment charges. The court ruled that the Institute had not followed proper procedures when it fired him.
- When a student accused Michael Seide, a professor at Appalachian State University, of sexual harassment, he was charged with violating the institution's policy prohibiting "amorous" relationships between faculty members and the students they supervise. After an investigation, the provost wrote Seide that the university intended to "impose upon you serious sanctions for professional misconduct." It seized Seide's computer, looking for e-mail messages he had written to students, prohibited him from activities with students involving overnight trips, and required that he receive counseling.

Seide claimed the school violated his right to privacy when officials examined e-mail on his computer. He also complained that he did not have an opportunity to tell his side of the story and that due process was not observed. The university's chapter of the American Association of University Professors agreed to defend him before the faculty grievance committee.

- A labor arbitrator ordered California University of Pennsyl-

vania to reinstate William Parnell, a professor of education. It was the second time within a year that the university was ordered to reinstate a professor fired because of sexual harassment.

Parnell was accused of failing a graduate student because she filed sexual harassment charges against another professor. The arbitrator held the charge invalid, finding adequate academic reasons for Parnell to have failed the student. He ordered the university to pay back wages to Parnell for the months he was laid off by the institution.

• James B. Maas, a professor who sued Cornell University for punishing him when the school found he had sexually harassed four students, had remaining claims in his lawsuit against Cornell dismissed. Maas had charged Cornell with acting illegally and unfairly in 1994 when it punished him by delaying his pay raise for one year. In 1996 a state judge dismissed six of Maas' eight claims, finding that the university had acted within its authority when it considered the charges. Another state judge dismissed Maas' remaining two claims of negligence and refused to allow him to amend his complaint against Cornell.

Maas plans to appeal. He is seeking $1.5 million in punitive damages and lost pay.

Court strikes Virginia computer law

A U.S. judge struck down a Virginia law barring state employees, including professors and librarians, from using state computers to view sexually explicit materials. The law barred accessing, downloading, printing or storing "any information, infrastructure files or services having sexually explicit content."

Exceptions were allowed for a "bona fide, agency-related research project" if researchers first obtained permission from their supervisors before viewing such material and their request was made public.

Six professors at state institutions challenged the law. U.S. district court Judge Leonie M. Brinkema said that the law effectively discouraged discussion of sexual topics and violated employees' First Amendment right to freedom of speech. The state is expected to appeal the ruling.

Resources

• *Do the Right Thing: Understanding, Addressing and Preventing Sexual Harassment in Schools*—This practical guide is designed to help educators, parents and students understand sexual harassment, prevent it, and deal with it. It discusses what schools should do and what victims can do. Included is a list of resources as well as a sample policy and complaint form. Although aimed at K-12, much of the information is applicable to colleges and universities, including teacher-training programs. The 63-page booklet is published by the National Women's Law Center, 11 Dupont Circle, NW, Suite 800, Washington, DC 20036. It costs $15. Phone: (202) 588-5180; fax: (202) 588-5185.

• *Sexual harassment electronic resource*—For a good overall listserve, subscribe to SASH (Sociologists Against Sexual Harassment). Among the people who post messages are sexual harassment officers, administrators, researchers, expert witnesses and attorneys. To post a message to the list, use the address: **sash-l@bu.edu**. To subscribe, use the address: **majordomo@bu.edu**. Leave the subject line empty, and in the body of the memo area, type: subscribe sash-l your e-mail address. To unsubscribe, type: unsubscribe sash-l your e-mail address. For further information, contact Susan Fineran, assistant professor, Boston University School of Social Work, 264 Bay State Road, Boston, MA 02215. Phone: (617) 353-3750; e-mail: **sfineran@bu.edu/**.

Will high profile cases increase sexual harassment?

Some people are saying that, as a result of the decision by Judge Susan Webber Wright in the Paula Jones case, men will feel they can sexually harass one time and not worry about being charged if they stop when the woman indicates her displeasure. The acquittal of Sgt. Maj. Gene McKinney, who was accused by six women of sexual harassment, is said to have the same impact on men: They will feel they can get away with harassment.

While it is possible that a few men will misinterpret such rulings, it is far more likely that sexual harassment will *decrease* as a result of them. The widespread coverage of sexual harassment issues in the media has helped educate men and women about the nature of sexual harassment and its legal implications. Just as important, it has become clear that the behaviors alleged in these high profile cases have been widely criticized and condemned. There has been no public discussion, for example, about whether or not it is acceptable to grope a woman. The majority of men do not engage in these behaviors in the workplace, and those who do have received a clear message that such behavior is unacceptable.

• *Media exhibit-Unheard Voices*—This interactive multimedia exhibit on sexual assault consists of handcrafted portrait castings and viewer-activated oral histories of people who have experienced sexual assault. Developed in conjunction with the Cornell Advocates for Rape Education and the Ithaca Rape Crisis Center, the powerful exhibit can easily be placed along a hallway or in a lounge area.

For information about the exhibition by Jason Dilley contact Project Face to Face, 2215-R Market Street, Suite 125, San Francisco, CA 94114. Phone: 415/864-3199; e-mail: **PFTF@sirius.com; web site: www.pftf.com**.

Computer harassment: an emerging issue

Computer harassment continues to be a problem on many campuses. In a recent survey of 200 colleges, two thirds reported that at least one complaint about computer harassment had been filed. The harassment consisted of sexual language in an e-mail message or other computer transmission. Half of the colleges reported receiving complaints about students displaying pornography on computers in public places.

The survey was conducted by Worcester Polytechnic Institute (MA) and sponsored by the Association of Student Judicial Affairs. The survey also noted that downloading of pornography on university computers and networks raises still another issue for colleges and universities: downloading picture files eats up large amounts of memory and, if common, could disable a network.

For ways to deal with computer harassment, see *About Women on Campus*, winter 1994, which describes the Stop It program at the Massachusetts Institute of Technology.

Rally at University of Mass protests computer porn

The Asian Student Center at the University of Massachusetts, Boston, organized a campus rally to protest student class officers who downloaded pornography about Asian women on student Senate computers. The rally also protested the way that a school publication, *The Mass Media*, depicted the incident. Students claimed that the administration knew about the inappropriate use of the Senate computers six weeks before the information became public.

Chancellor bars senior prof from campus

A judge has ordered a professor at the University of Wisconsin, Whitewater, to refrain from any communication with or slander of a female assistant professor of management who had filed a sexual harassment claim against him. Chancellor H. Gaylon Greenhill barred Gary Benson from the campus and reassigned him to work at home. Benson holds an endowed chair and a distinguished professorship in business management. The judge also barred Benson from making any communication directed against the children of the female professor, who are students at the Whitewater campus.

The judge found "clear convincing evidence" that "Benson may use a firearm to cause physical harm to another or to endanger public safety." According to court documents Benson was accused of sending numerous letters and memos that "combined personal and sexual flirtation with professional academic matters," telephoning the female professor frequently, and making sexual advances to her. He was also accused of making threats and talking to administrators about guns and his skilled marksmanship. Benson claims the charges are bogus.

Pharmacy giant pays $9 million to settle harassment case

A consent decree filed with a U.S. district court requires Swedish pharmaceutical giant Astra USA to pay $9.8 million to settle a sexual harassment case. The lawsuit was brought by the Equal Employment Opportunity Commission on behalf of more than 70 employees who complained of severe sexual harassment at the company's Massachusetts site.

The payment, which is the largest settlement of a sexual harassment lawsuit, will be divided among the claimants, with a maximum payment of $300,000 per person. The consent decree required the company to comply with its own sexual harassment policy, which requires prompt investigation of complaints; training of all supervisors, managers, and sales representatives; prohibitions against retaliation or discrimination against anyone involved in the investigation or settlement of a case; and distribution of the policy to all employees.

Most unusual in the case was the public apology by Ivan Rowley, Astra's new CEO, who acknowledged that the company was "ashamed of the unacceptable behavior that took place under previous management. To each person who suffered, we offer our apologies."

Working in Academe and Elsewhere

College presidents: still male and white

A new report on college presidents by the American Council on Education shows that women and people of color are making progress, but slowly. Using 1995 data, *The American College President: A 1998 Edition* notes that women comprise nearly 22 percent of new hires at colleges and universities. From 1986 to 1995 the percentage of women college presidents increased from 9.5 percent to 16.5 percent.

Women presidents were most likely to head independent two-year colleges, where they held 25 percent of all presidencies, and least likely to head independent doctoral institutions, where they held only six percent of the presidencies. Women presidents tended to be slightly younger than their male counterparts (53.9 years compared to 56.3 years.)

Approximately 10 percent of the women presidents were African-American. Thirty-two African-American women headed institutions in 1995, compared to 102 African-American men. Asian-Americans, Hispanics/Latinos and native Americans each occupied a slightly larger share of presidencies in 1995 than in 1986. Hispanic/Latina women, however, lost ground, dropping from 12 of the presidencies in 1986 to nine in 1995. The number of Native American women holding presidencies in 1995 and 1986 remained the same: two.

Marlene Ross, director of the Council's Fellows Program and principal author of the report, stated, "People think that women and minorities are getting all the jobs, but the data do not support that."

Copies of the report, costing $25 each, plus $3.50 for shipping, can be obtained from ACE, Dept. 91, Washington, DC 10055-0191.

Most women faculty earned less than men in 1997

The 1997-98 study of faculty salaries by the American Association of University Professors documents again that women faculty members as a whole earned less that year than male faculty members. The gap was greatest at research universities, where male professors on average earned 11.4 percent more than female professors.

At comprehensive institutions, the gap narrowed to 5.1 percent, and was smallest, 2.5 percent, at baccalaureate institutions. The gap at research and comprehensive universities did not change substantially, although it dropped from 7.4 percent at baccalaureate colleges.

At every rank, men's salaries exceeded those of women's, with the gap being greatest at the full professor level and least at the instructor level. The gap between males and females at the full professor level was greatest at research universities.

For copies of the study, which appeared in *Academe*, send $60 plus postage to AAUP, 1012 14th Street, NW, Suite 500, Washington, DC 20005; phone: 202/737-5900.

Women faculty make some gains

Using data from 1991-1995, the National Center for Education Statistics recently issued a report examining the status of faculty and administrators in post-secondary institutions.

The Center found that women comprise nearly half the faculty in community colleges, but only 36 percent at four-year institutions. Overall, women faculty from 1991 to 1995 gained seven percent more of the faculty posts, thus occupying 40 percent of the total faculty ranks in 1995.

According to the Center, the extent of the gender disparity depends on the type of institution and the rank of the position. Women held only 18 percent of the positions at the level of full professor, and female professors of all races earned less than their male counterparts in all types of institutions.

Women faculty with nine-to ten-month contracts earned 81 percent as much as male faculty.

In two-year institutions women earned 89 percent of what their male counterparts earned; at four-year institutions the figure was 79 percent.

The figures continue the pattern identified nearly 30 years ago: the more prestigious the institution, the fewer the women and the greater the salary disparities.

The data appear in *Fall Staff in Postsecondary Institutions, 1995*, which is available on the Internet at **http://nces.ed.gov/pubs98/98228.html**.

Other data include part-time work and the status of minority faculty.

Data on women of color were not available.

Women profs sue University of South Florida

Six senior women professors who are suing the University of South Florida because of salary discrepancies say that 50 other senior female professors may join their suit. Before they sued, the senior women had been working behind the scenes for nearly a year trying to get the inequities corrected, to no avail.

Compiling publicly-available data from the university's computer system, the women were able to show that female professors earned $8,380 less on average than male professors. The university disputes the figures, claiming that the difference is only $5,923, a result of the female professors being younger than their male counterparts and therefore at the lower end of the salary scale.

The university employs 424 men and 76 women at the rank of full professor.

Survey shows dual-career couples want more work flexibility

A survey of 800 dual-career families conducted by Catalyst, a group that works to advance women in business, showed that working couples tend to view their careers as equal in importance and they want the flexibility to support each other's career needs.

There are approximately 28 million dual-career couples. The Catalyst survey found that most such couples see a second family income as giving them the freedom to take career risks, including quitting their jobs if they are dissatisfied.

The survey also showed that men were as eager as women for more flexible hours. Almost one in four men had worked a flexible schedule and nearly half would look for it to be among the benefits offered by employers.

For more information, contact Catalyst, 120 Wall Street, New York, NY 10005. Phone: 212/514-7600; fax: 212/514-8470.

U.S. lags in mandating paid maternity leave

A United Nations survey of 152 countries found that the United States is one of only six nations lacking a policy requiring paid maternity leave. The others are Australia, New Zealand, Lesotho, Swaziland and Papua New Guinea.

The majority of other countries provide benefits through social welfare systems. Some require the employer to pay. Others combine these financing sources. Special benefits for nursing mothers are required in more than 80 countries, with about half requiring additional breaks for nursing mothers.

Thus, the vast majority of countries, including developing and Westernized countries, mandate that a woman receive her salary while she is caring for her newborn child.

Only 29 countries, most of them in Africa and Asia, prohibit firing a worker while she is on maternity leave. Maternity-leave benefits are often conditioned on other factors, such as the number of children, how close they are in age, the length of time the woman has worked, whether she works full time, and whether she reported her pregnancy at a specified stage.

In the United States, the *1993 Family and Medical Leave Act* provides for 12 weeks of *unpaid* leave. Some states (including New York, New Jersey, California, Hawaii and Rhode Island) mandate some paid maternity benefits, usually by treating childbearing leave as a form of disability compensation.

The study concluded that working women who become pregnant are faced with the threat of job loss, suspended earnings and increased health risks due to inadequate safeguards.

The survey was conducted by the International Labour Organization (ILO), a United Nations agency. E.J. Dy-Hammer, chief of the ILO Department of Work Conditions, who oversaw the study, describes the U.S. as having a "do-it-yourself" maternity plan.

Resource

Affirmative Action in Higher Education: a Source Book is a two-volume set providing information that affirmative-action and human-resources personnel need to know.

The first volume covers issues such as the hiring process, handling complaints of discrimination and sexual harassment, prevention of sexual harassment, collection of data, legal issues, applicable federal laws and regulations, assessment of affirmative action plans, and the role of the affirmative action officer.

The second volume consists of comprehensive appendices, including federal regulations, check lists, flow charts, departmental recruitment plans, recruitment suggestions, model forms and complaint procedures, logs, workforce analysis, and regulatory compliance.

The 593-page set was produced by Lois Vander Waerdt. It is available for $75 from the Employment Partnership, Publications Division, 8505 Delmar Blvd., Suite B, St. Louis, MO 63124.

Chapters and appendices are available individually and in quantities. For further information call: 314/994-7400.

Around the Campus

Single-sex education: Not a silver bullet

The American Association of University Women has issued a report on the effectiveness of single-sex education for girls from K-12 grades. The report, *Separated by sex: A critical look at single-sex education for girls*, is based on a comprehensive review of the literature on single- sex schools and four papers prepared by researchers Valerie Lee, Cornelius Riordan, Patricia B. Campbell, Ellen Wahl, and Dianne S. Pollard.

The conclusions:

• No evidence shows that single-sex education in general "works" or is "better" than co-education.

• While *some* studies show positive results from single-sex educational experiences, it is not clear if other factors, such as small classes, account for the differences. Thus it is hard to tell if gender is the key reason for the results.

• The long-term impact of single-sex education on girls or boys is unknown; there are no longitudinal data on single-sex education in elementary or secondary schools.

• Sexism (such as reinforcing stereotypes about men's and women's roles) can occur in single-sex classes and schools just as they can in co-educational settings.

When elements of a good education, such as small classes and schools, equitable teaching practices and a focused curriculum are present, girls and boys succeed, the report concluded.

Copies of the 95-page report can be obtained from AAUW. Phone: 800/225-9998. Individual copies cost $12.95 for non-members, $11.95 for members.

Feds sue schools over reporting of crime statistics

Each year the *Chronicle of Higher Education* publishes national data based on reports compiled under federal law requiring institutions to collect and report annually statistics about crime on their campuses. The data does not include the names of perpetrators or victims. This year, the U.S. Department of Education is suing two Ohio universities to prevent them from giving their records to the *Chronicle*.

The issue arose when Jennifer Markiewicz, then editor-in-chief of Miami University's student newspaper, and her successor, Emily Herbert, made a request to the university under the Ohio Public Records Act. The students sought records of student judiciary proceedings in order to create a data base tracking campus crime. The Ohio Supreme Court

Useful resources on single-sex education

Following are two useful resources on single-sex education:

• The *New York Law School Journal of Human Rights* devotes an entire issue to "A Symposium on Finding a Path to Gender Equality: Legal and Policy Issues Raised by All-Female Public Education."

The 373-page issue discusses a particular single-sex school in New York City in the context of the constitutional, statutory, and policy issues raised by all-female public education. The persepective is educational as well as social-scientific.

One presentation, by this editor (Bernice R. Sandler), dealt with policy issues in publicly-supported single-sex schools.

The journal issue includes two additional articles about single-sex education as well as a friend-of-the-court brief in the Virginia Military Institute case in which the U.S. Supreme Court ordered that women be admitted to the school.

For a copy of this issue of the journal (Vol. 14, Winter and Spring 1998), write: Coordinator of Co-Curricular Programs, New York Law School, 57 Worth Street, New York, NY 10013; phone: 212/431-2100. Cost: $22.00, plus $5.00 postage.

• "The Trouble with Single-Sex Schools" is a thoughtful essay by Wendy Kaminer criticizing female schools at all levels of education.

Kaminer notes, as did the AAUW study mentioned earlier, that many of the benefits attributed to single-sex schools can be attributed to something else, such as small classes or social class. She also describes the history of single-sex education for females, pointing out that single-sex institutions tend to encourage academic achievement, yet discourage competition with males.

Kaminer also finds that such institutions tend to encourage heterosexual women to separate their intellectual and social lives by allowing "female students to exercise the choice of being smart on weekdays and pretty on weekends."

Although Kaminer acknowledges that single sex education can have benefits, she points out the costs.

The essay appeared in the April 1998 issue of *Atlantic Monthly*.

ruled that records from campus disciplinary proceedings were not protected under the federal law, specifically, the Family Educational Rights and Privacy Act (FERPA). Subsequently, the university released its records without names, sex, age, or time and location of the incidents. (The student newspaper editors have sued again to have that information released.)

After the ruling, the *Chronicle* sought the student disciplinary records from Miami University and Ohio State University. The U.S. Department of Education is suing both universities to prevent them from releasing records containing student names, even though the *Chronicle* has stated it will not disclose any names.

The issue of protecting student disciplinary records under FERPA has been controversial for many years. Some people claim that FERPA only protects strictly educational records and not those dealing with disciplinary measures, especially infractions such as sexual assault and other criminal acts. The U.S. Supreme Court turned down Miami University's appeal of the ruling. The education department's position is that disciplinary records are protected by FERPA. (See AWOC, spring 1998, p. 9.)

Feds chastise U of Penn for not reporting crimes at hospital

The U.S. Department of Education has rejected allegations that the University of Pennsylvania violated federal crime reporting requirements; however, it criticized the university for failing to include in its annual report numerous crimes that occurred at the university hospital.

The *Philadelphia Inquirer* criticized the university in October 1996 for failing to disclose in its annual crime report statistics showing that crimes had been committed on streets and sidewalks surrounding the campus, but beyond campus boundaries, which are patrolled by Penn's own police. The article stated that Penn police had records for 181 robberies, but only listed 18 in its report.

The government concluded that crimes happening on city streets or sidewalks do not need to be included because they are not "campus property." However, it criticized Penn for failing to include in the report a 1994 dormitory rape that was reported to the director of victim support. It also chastised Penn for disseminating the campus crime statistics only by printing them in campus publications and posting them on the university's web site. Because such methods of disseminating crime information rely on the initiative of students, employees and prospective students to seek out such information, they fail to meet federal notification requirements, the government said.

A welfare-to-work model that works

Since 1985, Grossmont Community College (CA) has been helping more than 100 adults achieve economic self-sufficiency within six months through its Office Professional Training Program. The students, who vary in age and ethnic background, include single parents on welfare, recovering drug addicts and alcoholics, laid-off workers, homeless adults and general assistance recipients.

The training has three career tracks: computerized office assistant, skilled account clerk and skilled insurance clerk. The college-level courses include a two-week pre-training course for which successful students receive 4.5 college credits. The training itself lasts 17 weeks (one semester) in which students take 18-22 credits for work courses in computer skills, office systems and procedures, business English and communication, job search procedures and adapting to "workplace culture." Students receive support from staff as well as from school and community organizations, which provide assistance with basic needs such as childcare.

The results: 80 to 90 percent of the students obtain full-time employment within 90 days of completing the program, earning an average wage of $10 per hour to start. Approximately 40 percent continue their education while working, earning community college certificates and two- or four-year degrees. Many graduates return to mentor current students. For information about the program, contact Mary R. Leslie, Grossmont Community College, 8800 Grossmont College Drive, El Cajon, CA 92020; phone: 619/644-7533 or 7247.

Oregon campuses move forward on child care

Oregon campuses are moving in the direction of providing improved child care. Here are some examples:

- The Oregon Student Association Board of Directors voted to make student child care a priority issue.
- At Oregon State University, plans are being developed to start a child-care cooperative.
- Western Oregon State University recently increased the incidental fee for the support of student child care.
- Eastern Oregon State University is working with local businesses to establish a facility to furnish child care for the children of students and employees.

The MBA program: Where are the women?

Although female enrollment in medical and law schools is routinely over 40 percent, and women have been entering male-dominated fields, such as engineering, in increasing numbers, the percentage of women in MBA programs at the top 10 business schools has stagnated at 29 percent. At the same time, the number of women-owned businesses, which employ more than 15 million people, has grown by 18 percent over the last five years. To find out why women are under-represented in MBA programs, Catalyst, the University of Michigan Business School, and the Center for the Education of Women at the University of Michigan have embarked on the first national study to examine the strengths and weaknesses of MBA programs for women, as well as the degree of support for them.

The study is sponsored by a consortium of 13 corporations, including Ford, Kraft Foods, Eli Lilly, Chase Manhattan and Citicorp. Contact Catalyst:120 Wall Street, New York, NY 1005. Phone: 212/514-7600; fax: 212/514-8470.

Revamped test narrows gap between sexes

A revised Preliminary Student Achievement Test (PSAT) has narrowed, but not eliminated, the gap between high school boys and girls. Revised because of pressure from the Office for Civil Rights, in response to a discrimination complaint, the test is the sole criterion for National Merit Scholarships. Last year, boys received 56 percent of them.

Under a settlement with the College Board, which produces and administers the test, a writing skills test was added, since girls tend to score higher in writing than boys. Although the girls did indeed score higher on that part of the revised PSAT, the difference was not enough to offset their lower scores in the verbal and mathematics sections of the tests.

Some of the differences may be attributable to girls taking fewer advanced mathematics and science courses; however, some people note that the PSAT and similar tests tend to reward bold, quick answers and willingness to guess and take risks. Girls may be less likely to respond quickly to questions of which they are less certain. Nevertheless, the test and others have come a long way. In 1952, one question on the SAT read, "If a woman allows 15 minutes per dress in her ironing schedule, what time must she start ironing to finish 10 dresses by 4 PM?"

Resources on women in science and engineering

Following are some useful resources, paper and electronic, focusing on women in science and engineering:

• *Best Practices Guidebook: The Classroom*—This guidebook contains papers presented at a 1997 workshop sponsored by the Committee on Institutional Cooperation, the Women in Science and Engineering Initiative, and the National Science Foundation. It focuses on ways to bring about institutional change to improve the status of women in the sciences, engineering and mathematics.

Although many of the presentations are aimed at teaching science, some of the techniques employed are applicable to other disciplines. Purdue University's interactive theater project on the classroom climate, for example, can be used with graduate teaching assistants. For further information about the workshops, write Emily M. Wadsworth, assistant director, Women in Engineering Programs, Purdue University, West Lafayette, IN 47907. A video is also available.

The 89-page booklet also includes a short article on the chilly classroom climate by this editor. The guidebook costs $20.00, plus $5.00 shipping. It is available from the Committee on Institutional Cooperation, Suite 1705, 302 East John Street, Champaign, IL 61820. Phone: 217/333-8475; fax: 217/244-7127. The guide is also on the web: **http://www.cic.net/cic/**

• *Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering* describes the features common to mentoring relationships. Although aimed at those in science and engineering, it is applicable to all mentoring situations. The book discusses what mentoring is, mentoring and career advising, advice for new mentors, and improving the quality of mentoring.

Produced by the Committee on Science, Engineering, and Public Policy, the book is published by the National Academy Press, Washington, DC. It costs $9.95. Call 800/624-6242.

• *Electronic resources about women in science and engineering:*

—Women in Engineering: **http://www.engr.washington.edu/~wieweb/**

—Association for Women in Computing: **http://www/awc-hq.org**

—Society of Women Engineers: **http://www.swe.org**

—Association for Women in Science: **http://www.astro.washington.edu/jbrown/awis.html**

—Committee on Women in Science and Engineering: **http://www2.nas.edu/cwse**

Sexual Assault

Was student writer slain because she wrote about rape?

The parents of 19 year old Brook Baker, editor of the student paper at Vincennes University (IN), are wondering if her death was linked to her investigative reporting of an alleged sexual assault. Her parents stated that she had received personal threats on e-mail and had reported to the police that she was being stalked. They said she was also taunted by a group of male students who showed up at her apartment. The mayor asked the FBI to join the investigation.

Women set up coalition to curb violent athletes

Two women have started a new coalition to ensure that athletes are treated no differently than anyone else accused of violent crimes. Kathy Redmond, chair of the National Coalition Against Violent Athletes, and Christy Brzonkala said the new organization's goal will be to serve as an advocate for victims of violent athletes and to educate sports fans about sexual assault and the transgressions of players.

The coalition's work will encompass college and professional sports. A 1996 study by the Center for Sport and Society showed that college athletes, who comprise only 3.3 percent of the campus population, commit up to 30 percent of the violent crimes against women on campuses. Jeffrey R. Benedict, in *Athletics and Acquaintance Rape* (see page 11), points to a growing trend by prosecutors to dismiss charges against athletes. Of 217 felony complaints of sexual assault filed against athletes between 1986 and 1995, 100 were dismissed. Of the remaining 117 indictments, 51 were either dropped or reduced to misdemeanors.

Where sexual assault charges have been filed against college athletes, the focus has been more on how to keep them playing than on punishing them. In some instances, suspensions are delayed until after the athletic season ends.

Redmond was earlier awarded $50,000 from the University of Nebraska in a case in which she accused New York Giants' lineman Christian Peter of sexually assaulting her in 1991. Peter was then a football player for the university. Brzonkala has filed an $8.3 million lawsuit accusing two Virginia Tech football players of sexual assault in 1994.

For information about the coalition, call 303/973-5478 or write the coalition at P.O. Box 621075, Littleton, CO 80162; e-mail: **THENCAVA@aol.com**. A Web site is being developed that will contain, among other things, a list of athletes who have been charged or accused of violent actions and the current status of their cases.

NFL to punish off-field violence

The NFL has taken a bold step against athletes convicted of violent crimes and will fine and suspend players for such behavior off the field. The policy, taking effect on July 1, makes pro football the leader in disciplining players who threaten or use physical violence, use a deadly weapon in the commission of a crime, or engage in domestic violence.

This newsletter has covered many stories about college athletes convicted of crimes against women, including rape and/or physical abuse, who nevertheless are allowed to remain on their teams. Perhaps NCAA and individual campuses will follow the pros.

Restroom signs warn of rapes by athletes

Posters accusing two former University of Wisconsin students, one a prominent athlete, of rape, have appeared on the walls of women's restrooms in several campus buildings.

The posters read, "Warning to all!!!!!" and name the two men. The posters encourage women who have had "a similar experience with either or both of these creeps" to call the Rape Crisis Center. Also on the poster is the statement, "Stop them before they victimize more women." The identity of the person(s) who put up the posters is not known.

The two men were also formally accused of sexual assault by University of Wisconsin, Madison, student Danielle McGuire, who expressed her gratitude and said the posters show deep community support.

October is Domestic Violence Awareness Month

Since 1989, October has been observed as Domestic Violence Awareness Month. To encourage community responsibility for prevention, alert people to services and intervention, and increase awareness of the problem, some campuses observe the month with special programs and educational materials focusing on partner or dating violence.

Athletics

Disability insurance: Is it only for male athletes?

The National Collegiate Athletic Association offers star male athletes Exceptional Student Athlete Disability Insurance, which is designed to protect potential professional athletes who suffer career-ending injuries. But women athletes, including star basketball players, are not eligible for this type of insurance.

The NCAA says it will examine the issue. However, in light of a recent decision by the 3rd U.S. Circuit Court of Appeals, NCAA may need to do more than that. The court found that the NCAA is directly covered by federal laws prohibiting discrimination on the basis of gender, race or disability. This suggests that the NCAA may be *required* to provide the insurance to women athletes. One of those federal laws, Title IX, prohibits sex discrimination in educational institutions receiving federal funds.

The court ruled that NCAA is covered under Title IX because it receives dues from its members, who receive federal funds. NCAA claimed that, as a membership organization, it does not receive federal funds directly and therefore is not covered under Title IX.

The issue arose when Renee M. Smith, a graduate student, sued NCAA, claiming it denied her eligibility to play volleyball at the University of Pittsburgh, even though she had two more years of eligibility left. NCAA rules permit a student to participate in intercollegiate sports only at the institution the student attends as an undergraduate. Smith claimed that NCAA granted many more waivers of the rule to men than to women. A district court had ruled that her case was not relevant because NCAA was not covered by Title IX. The appellate court reversed that ruling.

The higher court's ruling suggests that NCAA may be required to equalize its treatment of men and women, either by lowering the limits on the number and amount of scholarships for men or by raising them for women. The ruling might also require NCAA to promote women's championships as much as men's. Finally, the ruling could make any membership organization liable to the requirements under Title IX if it receives dues from institutions receiving federal funds.

Sports budgets for women athletes inch up

The budget for women's athletics last year increased at a faster rate than that for men's athletics, although the men received almost twice as much money for operating expenses, recruiting, and athletically-related financial aid as the women. The number of women athletes also increased. They comprised 38 percent of the athletes at NCAA Division I institutions in 1996-97, up one percentage point from the previous year. During this same period, however, the number of male athletes remained approximately the same, but the operating budgets for men's athletics increased by 16 percent. Female athletes fared better: Their budget rose by 31 percent, their recruitment rose by 16 percent, and their athletic scholarships rose by 15 percent.

One criterion for compliance with Title IX is that the percentage of female athletes be "substantially proportionate" to the percentage of women undergraduates. Many people consider a gap of five percent or less to meet the proportionality standard. Thirty-six of the 306 Division I members have achieved "substantial proportionality"; that is, the number of women athletes are proportionate to the number of women in the student body.

Last year only 27 of the Division I institutions met the "substantial proportionality" criterion. Christine Grant, director of women's athletics at the University of Iowa, pointed out that, at the current rate of increase, it would take another 14 years to achieve equity in participation. At least 29 institutions had disparities ranging from 27 to 36 percentage points. Worst was Southern University and Agricultural and Mechanical College at Baton Rouge, where women comprise

Athletes and acquaintance rape

A new book by Jeffrey R. Benedict, *Athletics and Acquaintance Rape*, explores how the climate of athletics may predispose athletes to commit violence against women and how the system often provides star athletes with protection from punishment and conviction. The book examines the subculture and analyzes three high-profile cases involving professional athletes charged with sexual assault.

Although the book focuses primarily on the world of professional athletics, its analysis of the relationship between male athletes and violence against women is applicable to college athletes also. It will be of use to college officials, sports administrators and those working to prevent sexual assault on campuses.

The paperback book is published by Sage Publications as part of its series on violence against women. It costs $23.50.

59 percent of the students, but only 23 percent of the athletes. For all Division I schools, the average proportion of female athletes was 17 percent less than the percentage of female undergraduates.

Predominantly Black institutions generally have greater difficulty complying with the proportionality standard because most have a high percentage of women students. Of the 20 predominantly Black institutions in Division I, only two reported a gap of 15 and 16 percentage points; the gaps in the remaining 18 institutions ranged from 19 percent to 35 percent. Of the 31 institutions comprising the bottom 10 percent of Division I institutions (those at which the gap between the percentage of female athletes to female undergraduates was greatest) 11 were predominantly Black institutions. At seven of these institutions, the gap was 30 percentage points or more.

One of the highest proportions of female to male athletes in the country can be found at Coppin State College (MD), where women comprise 56 percent of the athletes. Because women comprise 72 percent of the students, the gap is 16 percentage points.

Colleges beef up men's sports, but not women's

Is anyone beefing up women's sports to attract women students? Not that we know of, although a number of small colleges have begun to increase their male sports programs to attract more male students. For example, the University of Dallas, worried about a decrease in male students, has returned baseball to the campus. Apparently no upper-class males are interested in playing. The team is made up of first-year and transfer students.

Women's Studies

New doctoral program at Minnesota

With its new Feminist Studies doctoral program, the University of Minnesota becomes the sixth doctoral program in women's studies in North America. Students can concentrate on one of four areas: feminist theory, literary studies, historical studies and social sciences/public policy. Additionally, students can individually tailor concentrations in areas such as international or global studies, ethnic studies, or history and theory of sexuality.

The Department of Women's Studies is celebrating its 25th year. It offers an undergraduate major and minor in Women's Studies. For information about the PhD program, contact the Director of Graduate Studies, Department of Women's Studies, Room 489, Ford Hall, 224 Church Street, S.E., Minneapolis, MN 55455. Phone: 612/624-0363; e-mail: **wost@tc.umn.edu**.

Signs of the times

In honor of the 150th celebration of the first women's rights convention in 1848, persons signing up for the platinum MasterCard of First USA Bank in Wilmington, DE, can choose one of three cards in the bank's women's rights series. One card reprints the 19th Amendment, which gave women the right to vote; another displays an old picture of a booth urging votes for women's suffrage, and the third is a modern interpretation of women's faces. Those who used their cards before June 1, received from the bank a free copy of the audio cassette, *Great American Women's Speeches*. They also received a copy of the atlas, *The State of Women in the World*.

January term uses gender as theme

Hartwick College (NY) structures its January term each year with a particular theme. This year's theme, "Gender in the Arts and Sciences," explored gender as a concept and practice in education extending from learning in the classroom to experience in the world. In addition to courses, panel discussions, and outside speakers, the event included a program on gender in folk music, a student debate on gender issues, a presentation on the gender history of the college, and a series of films.

Web site for feminist activists

A new internet resource for feminist activists can be found at: **htpp://www.igc.org/women/feminist.html**. The site provides information on a number of issues, such as sexual harassment and rape, domestic violence, women of color, politics,

About the editor

Bernice R. Sandler has been writing *About Women on Campus* since 1991 and is a Senior Scholar in Residence with the National Association for Women in Education. She consults regularly with and gives presentations at educational institutions about issues such as the chilly climate and sexual harassment. The author of many publications, she also serves as an expert witness.

economic issues, global issues and health.

Also included are a list of women's organizations, a feminist activist calendar, suggestions for feminist action, and general resources for political activists.

Resources

Following are several useful resources on women's studies:

• *Women's Studies Catalog*—For a list and description of new books on women's studies, as well as men's and gay and lesbian studies, check out this catalog put out by Greenwood Publishing Group.

In addition to covering gender and sexuality, the 56-page catalog covers women in history, politics, literature, film and theater, music and art, sports, sociology and anthropology, psychology, health, business and science.

For a free copy of the catalog, write to Greenwood: 88 Post Road, P.O. Box 5007, Westport, CT 06881-5007. Phone: 203/226-3571; fax: 203/222-1502. Web site: **http://www.greenwood.com**.

• *A Century of Women: The History of Women in Britain and the United States*—This book, by Shelia Rowbotham, discusses what has happened to women during the 20th century and describes many of the women who made a difference throughout the century in both countries. Four hundred brief bio- aphies of notable women are included.

In addition to well-known women, such as Eleanor Roosevelt and Margaret Thatcher, the author includes the stories of unknown women. The 700-page book is organized by decade, with half of each chapter devoted to discussion of the women in each of the two countries.

Rowbotham describes subjects such as women and work, politics, activism, daily life, sex, and the popular culture of each era. It also discusses the social conservatism of the last decade and a half that has resulted in backlash and stalled progress for women's issues. The book is published by Viking. It costs $34.95.

• *Women in Mathematics: The Addition of Difference*—True or false:

Women and mathematics don't mix.

Mathematicians do their best work in their youth.

Only white males do math.

Mathematics is a realm of pure science and complete objectivity.

Claudia Henrion, author of *Women in Mathematics*, shows how these axioms, although invalid, nevertheless are part of the ideology of mathematics and have a strong impact on women. Henrion illustrates her points by drawing on interviews with 11 women who are mathematicians.

The 293-page paperback is published by Indiana University Press. It costs $16.95. Phone: 800/842-6796 for information.

• *A Shining Thread of Hope: The History of Black Women in America*—This book provides stories about many Black women whose lives and history have been marginalized or overlooked in American history books. It covers Black women from Colonial days to the present. Also discussed are the negative stereotypes of Black women perpetrated by Hollywood, which limited them to roles as the mammy, the maid, the siren, or the tragic mulatto.

The 354-page book was written by Darlene Clark Hine, Kathleen Thompson, Janet Goldsein and Hine Clark. Publisher: Broadway Books. Cost: $27.50.

• *Representing Women*—For an interesting account of how the federal government responded to sex discrimination in the early days of Title VII of the Civil Rights Act, read "Representing Women," which appeared in a 1997 issue of *Frontiers, A Journal of Women Studies*.

Author Sonia Pressman Fuentes recalls the 1960's when the Equal Employment Opportunity Commission (EEOC) began to shape employment discrimination policy. Many at EEOC opposed women's rights and were unwilling to move in areas concerning women. Fuentes, one of the founders of the National Organization for Women, was the attorney at EEOC who played a major role in pressing the Commission to take a more active stance.

Other articles in this *Frontiers* issue (Vol. XVIII, no.3) explore Black migration to Canada; gender roles on the Minnesota frontier; the life of Flora Belle Jan, a Chinese-American woman; and women's art. Several short articles on the work of Tillie Olsen also are in the issue.

Single copies of *Frontiers* cost $11 for institutions, $9 for individuals.

Frontiers can be obtained from Washington State University Press, P.O. Box 645910, Pullman, WA 99164-5910.

Yes, you may reprint our articles

Readers may use up to five articles from each issue of *About Women on Campus* in their own publications, provided they give full credit to *About Women on Campus* and the National Association for Women in Education. Please send a copy to us at 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511. For information about reprinting other materials published by NAWE, call 202/659-6511.

Editor's Choice

Books by and about women

Following are some books recommended by this editor:

• *Creme de la Femme: The Best of Contemporary Women's Humor* is a delightful read, especially if you want to laugh, chuckle, chortle, guffaw, or smile. The anthology covers a wide range of women's issues, such as politics, equal rights, relationships, men, dieting, family, and aging. It also includes essays, short stories, poetry, songs, and cartoons.

Among the many authors included are Gloria Steinem, Erma Bombeck, Joan Rivers, Mollie Ivins, Anna Quindlen, Wendy Wasserstein, Phyllis Diller, Jane Wagner and Cathy Guisewite (creator of the cartoon "Cathy"). The 370-page paperback is published by Random House and costs $16.95. All royalties and a percentage of the proceeds go to the American Foundation for AIDS Research (AmFAR), the National Coalition Against Domestic Violence, and the Susan G. Komen Breast Cancer Foundation.

• *Failing the Future: A Dean Looks at Higher Education in the Twenty-first Century.* Annette Kolodny, a committed and active feminist, distinguished teacher, prize winning American literature scholar, and former dean of the College of Humanities at the University of Arizona, draws on her wide experience to examine the present state of higher education and its future. Kolodny wanted to test [her] hypothesis that "a feminist committed to both equity and educational excellence could prove an instrument for progressive evolution."

She was dean at a time when consolidation and major budget constraints were the rule. Among the problems she tackled were the exploitation of part-time instructors, harassment of feminist scholars, and campus politics. The book is the story of triumphs and failures. She makes a persuasive case for changing higher education in numerous ways, such as providing safeguards for academic freedom for feminists and ethnic scholars, designing new and clear procedures for tenure and promotion, and providing dormitories for older students with children. Kolodny also discusses K-12th grade education, including financing, and relates it to higher education.

Published by Duke University Press, the 298-page book costs $24.95.

• *Walking Out on the Boys* by neurosurgeon Frances K. Conley tells what happened when she publicly resigned from the Stanford University Medical School in 1991 in protest over sexual harassment. The catalyst for her resignation was the appointment of Gerald Silverberg as acting chair of her department. Silverberg had been accused of sexual harassment by two clerical workers. Conley rescinded her resignation three months after Stanford initiated new procedures to address sexism and sexual harassment and Silverberg's appointment was rescinded.

Conley also talks about sexism and sexual harassment in medicine, past and present, and how she gradually became a feminist. She describes a pervasive atmosphere in which sexual harassment was common and condoned. For example, a favorite tactic of some male physicians, according to Conley, was to grope women staff members after they had scrubbed for surgery. The women could not resist the advances without violating aseptic procedures.

Walking Out on the Boys is published by Farrar, Strauss and Giroux, and costs $24.

Work and family issues continue to affect faculty careers

Work, Family, and the Faculty Career discusses work-family issues as they affect faculty recruitment, retention, and productivity. The 31-page booklet examines faculty from a dual perspective: as employees with access to general institutional work-family policies and as professionals whose careers uniquely impact their work-family balance.

Part 1 of the booklet examines faculty-work issues by looking at the structure of the academic career and what constitutes faculty work. The focus is on junior faculty, many of whom face tenure decisions at the same time they are undergoing stressful childrearing responsibilities. Parts 2 and 3 describe examples of good practices already in place in higher education and elsewhere in support of families. Part 4 discusses new ways of thinking about the academic career, the workplace and the integration of personal and academic lives.

Authored by Judith M. Gappa and Shelley M. MacDermid, the booklet is available from the American Association for Higher Education, where it is part of a series of 14 papers being developed to address the topic: *New Pathways: Faculty careers and Employment for the 21st Century.* Contact AAHE at One Dupont Circle, NW, Suite 360, Washington, DC 20036-1110. Phone: 202/6440 ext. 11, fax: 202/293-0073. The cost is $8.50 for members, $10 for non-members.

BEST BOOKINGS AGENCY PRESENTS

HEDDA NUSSBAUM

THE NATION'S MOST FAMOUS SURVIVOR OF DOMESTIC VIOLENCE

Ten years ago, Hedda Nussbaum reluctantly became a household name. Her face, battered and scarred after years of physical abuse by her common-law husband Joel Steinberg, was splashed across newspaper and magazine covers when Steinberg beat the couple's adopted daughter, Lisa, to death.

Today, for the first time, Hedda Nussbaum is able to tell her own story in the hope that she will help to shed some light on this despicable crime.

"Your presentation was so compelling and thought provoking, that our staff and volunteers are still talking about your speech. We were so fortunate to have you share your powerful story of survival with us"

— Women's Crisis Center, Inc. Norwalk, CT

For more information on how to bring this powerful speaker to your campus or community call
BEST BOOKINGS AGENCY toll free at 888-710-9134
www.bestbookings.com

Co-chairs:

Naomi Verdugo, Ph.D., Human Resources, Directorate, Office of the Deputy Chief of Staff for Personnel, United States Army

Alan McEvoy, Ph.D., Professor, Wittenberg University

Faculty:

Alice Vachss, J.D., former Chief, Special Victims bureau, Queens District Attorney's Office, New York • Jodi Gold, Student, medical College, University of Tennessee • Kelly Cambell, Violence Prevention Institute, Center Against Sexual Violence • Billie Wright Dziech, University of Cincinnati • Michelle Rhett, J.D., Bowie State University • Barbara Hirsch, St. Mary's University • Joanne Dodgson, Oregon State University • Ruth Ann Koenick, Rutgers University • more than 50 others.

Eighth International Conference on

Sexual Assault and Harassment on Campus

October 15-17, 1998 • Orlando, FL

Co-sponsors

Nat'l Assn. for Women in Education • Northeast College Sexual Assault Network • Office for Civil Rights, U.S. Dept. of Education • Office for Victims of Crime, U.S. Dept. of Justice • American College Personnel Assn. • American College Health Assn. • Nat'l Interfraternity Conference • Nat'l Assn. of Student Personnel Administrators • Canadian Assn. Against Sexual Harassment in Higher Education • American School Counselor Assn. • Nat'l Institute of Justice • other organizations.

Purpose

The plenary and breakout sessions, workshops, and other events will concurrently address reducing sexual assault and harassment • meeting the needs of survivors• policy development and implementation • judicial and legislative concerns • security enforcement issues.

Exciting Sessions and Workshops

Lessons form the Army • Stalking • Peer Education Programs • Student Initiated Movements • Investigation and Evidence • Sexual Assault • The Needs of Survivors • Roadblocks to Coming Forward • Fraternity and Sorority Programs • Complaint Resolution • Liability and Ethics Concerns • Date Rape and Drugs • Building Networks • Law Enforcement Issues • more.

For Registration Information Call: 800-537-4903

☐ YES

I am concerned about women on campus and want to enter my subscription to ***About Women on Campus.***

☐ AND

I want to know more about NAWE: Advancing Women in Higher Education, one of the nation's oldest national professional education associations. ***Send me information about membership.***

SUBSCRIPTION RATES:

Individual	1 year (four issues)	**$30**
Institution	1 year (four issues)	**$50**

Foreign subscriptions: Please add $7.00 per subscription to cover additional postage.

Discounts are available for bulk subscriptions mailed to a single institutional address. Call 202-659-9330 (fax 202-457-0946) for details.

Name

Title

Institution

Address

City/State/Zip

Send subscription form and payment to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511. Checks should be made payable to NAWE. MasterCard and VISA accepted.

NAWE
Advancing Women in Higher Education
1325 18th Street NW, Suite 210
Washington, DC 20036-6511

3

Periodicals
Postage Paid at
Washington DC

BEST COPY AVAILABLE

NAWE
Advancing Women in Higher Education

About Women On Campus

Volume 7, Number 4 • Fall 1998

Sexual Harassment

Supreme Court strengthens employee protections

In two key rulings, the U.S. Supreme Court in *Faragher v City of Boca Raton* (No. 97-282) and *Burlington Industries, Inc. v Ellerth* (No. 97-569) strengthened employee protections against sexual harassment and set forth a clearer framework for examining sexual harassment complaints. In both opinions, the justices reiterated previous concepts of sexual harassment and explained when employers are liable and how they can prevent liability. Following is a summary of the High Court's rulings in these cases:

• Employers, including academic institutions, are responsible for preventing and eliminating sexual harassment and can be liable for harassing acts by supervisory employees even if top management has no knowledge of the acts.

• Employers are liable for harassment by supervisors if a victim suffers "a tangible employment action, such as a discharge, demotion or undesirable reassignment," even if the employers did not know about the harassment. This reasoning affirms a long line of court rulings.

• Victims of sexual harassment no longer need to show an obvious job consequence stemming from harassment. Thus supervisors who threaten to alter the terms or conditions of a victim's employment, even though they do not carry out the threat, can create "vicarious liability" for the employer.

• Employers are responsible when employees are subjected to a "hostile environment," such as lewd or abusive comments from a supervisor.

• Employers are liable for sexual harassment of which they knew or *should have known*, but failed to stop.

• Employers can defend themselves against a lawsuit by showing that they took reasonable steps to prevent and correct sexual harassment, but the employee failed to take reasonable steps to prevent or stop it. This defense is not available if harassment by a supervisor culminates in an employment action resulting in tangible harm to the victim.

• Even if there is no job-related harm, victims may prevail if employers fail to respond appropriately to sexual harassment, and if the victims avail themselves of effective complaint procedures and other protections offered by the employer.

As the foregoing suggests, the High Court's decisions support employers who take pro-active steps to fight sexual harassment by providing a comprehensive training program and adequate complaint procedures.

The decisions have been hailed by women's organizations for making employers responsible for eliminating sexual harassment. Business groups, while pro-

INSIDE

Working in Academe 4
Around the Campus 7
Sexual Assault 8
Athletics 10
Miscellany 12
ACE 13

NAWE
Advancing Women in Higher Education

National Association for Women in Education

Suite 210, 1325 18th Street NW
Washington, D.C. 20036-6511
Phone: (202) 659-9330
e-mail: *NAWE@clark.net*

Editor: Bernice Resnick Sandler
Executive Director: Lynn M. Gangone
Managing Editor: Abby Brown
Production Manager: Claire Voskuhl

About Women on Campus is published by the NAWE to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their membership fee. Individual subscriptions are $30 for one year. Institutional subscriptions are $50 for one year.

ISSN: 1061 768X

Application to mail 2nd class postage rate pending at Washington, D.C. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street, NW, Suite 210, Washington, DC 20036-6511

Volume 7, Number 4, Fall 1998

© 1998 by the National Association for Women in Education

The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

testing portions of the decisions, also hailed them for setting clearer guidelines for employers.

Earlier in the term, the Supreme Court in *Oncale v Sundowner Offshore Services* ruled unanimously that Title VII, the law that prohibits discrimination in employment, also protects employees from being sexually harassed in the workplace by people of the same gender.

Supreme Court weakens protections for students

Although the Supreme Court ruled expansively in three recent workplace sexual harassment cases involving Title VII, it ruled restrictively in a case involving a student who had been seduced and harassed by a teacher. In a 5 to 4 decision, the Court in *Gebser v Lago Vista Independent School District* (No. 906-1866) ruled that a student may not sue a school district for a teacher's sexual harassment unless someone with authority to intervene knew about the acts and the school acted with "deliberate indifference" by failing to take effective steps to stop the harassment.

The impact of this decision is that students have less protection against harassment from their teachers than employees have against their supervisors. Thus if a teacher harasses an adult assistant, the assistant can sue the school even if there is no job loss but there is other injury, such as emotional distress. To defend such a suit, the school need only show that it had developed strong policies and procedures and had disseminated them to employees, but the victim unreasonably failed to use them.

In contrast, a student who is harassed by a teacher must show that someone with authority to stop the harassment was informed (apparently telling another teacher doesn't count), and the school ignored the warning. Whether the school had any policies or procedures in place does not matter.

The decision creates a financial incentive for schools to insulate themselves from learning about sexually harassing behaviors. The reason given by the Court for its differing interpretations of liability, depending on whether the sexual harassment took place in the workplace or the school, was that two different statutes were involved: Title VII and Title IX.

Feds reaffirm enforcement responsibilitites

Richard W. Riley, Secretary of the U.S. Department of Education, has issued a press release noting that the Supreme Court's decision in *Gebser* explicitly recognized that the Department can do the following:

. . . enforce administratively its Title IX regulation that requires schools and school systems to have well publicized policies against discrimination based on sex, including sexual harassment discrimination; to have effective and well publicized procedures for students and their families to raise and resolve these issues; and to take prompt and effective action to equitably resolve sexual harassment complaints.

Copies of the July 1, 1999 press release can be obtained from the Department of Education. Contact Julie Green at 202/401-3026.

Courts uphold sexual harassment investigations

Two courts have recently upheld sexual harassment investigations conducted, in one case, by a university, in the other, by a school district.

Although the Mississippi Supreme Court upheld the sexual harassment investigation conducted by the University of Mississippi Medical Center, it ordered the Center to remove from a former professor's file much of the information gathered during the investigation.

Terrence J. Hall, a surgical oncologist and teacher, had been accused of touching a female student's breasts, including squeezing and massaging them while answering her questions about mammogram interpretation. The student did not complain, although someone filed an anonymous complaint, which triggered an investigation.

The student disputed the version in the anonymous complaint, but stated that she felt that Hall's behavior was inappropriate, even though she didn't believe he touched her with "lecherous intent."

The school's investigation concluded that Hall, an untenured professor, had acted improperly. It gave him a written letter of reprimand and did not renew his teaching contract. Hall appealed, using an internal grievance procedure, then appealed in court.

After reviewing the case, the state supreme court ordered the institution to retain in Hall's personnel file a statement of the alleged misconduct, the findings of the investigation, and a description of the discipline imposed on him. However, the court ordered that other material relevant to the investigation go into a confidential campus-police file.

The court refused to overturn the university's reprimand of the professor, finding that its investigation, even though based on an anonymous complaint, was proper. (*Hall v. Board of Trustees of State Institutions of Higher Learning* (No 96-CC-01298-SCT)

In the second case, the Ninth U.S. Circuit Court of Appeals ruled that the University of Hawaii had not violated a professor's right of free speech when it investigated a sexual harassment claim against him.

A former student, Michelle Gretzinger, had charged that Ramdas Lamb, an assistant professor of religion, had forced her to have sex with him on 16 occasions in return for academic favors. Several other female students had also complained that Lamb created a hostile environment during a class discussion about rape.

After an investigation, the university found in Lamb's favor, as did a lower federal court, which rejected Gretzinger's suit and awarded Lamb $132,000 for defamation and emotional distress. Lamb then sued the university and four of its employees, claiming that the school's investigation violated his right to free speech because it examined his classroom discussions, which he believed were protected under the First Amendment as pertaining to "matters of public concern."

The appeals court disagreed, noting that, as public officials, the university's employees are entitled to "qualified immunity" from civil suit if their conduct does not violate clearly established constitutional or statutory rights. Since the university had received a sexual harassment charge, the court said, it was obligated to investigate it.

The court noted that a professor's classroom speech is not clearly protected by the First Amendment.

Accused sexual harasser gets $92,500 to leave Rutgers

A tenured professor of anthropology at Rutgers University, who was accused of sexually harassing a graduate student and retaliating against her when she tried to end their affair, has agreed to resign.

Under the terms of the $92,500 settlement, the professor, William K. Powers, agreed to drop a federal suit he had filed charging Rutgers with violating his right to due process.

As an undergraduate, Greci Green had an affair with Powers. She stated that when she tried to end the affair as a graduate student, Powers became abusive, assaulted her, and threatened to damage her career unless she continued the relationship. She filed a sexual harassment complaint in 1994. Rutgers investigated the complaint and barred Powers from taking on new graduate students for at least three years and from taking a role in Green's progress toward her doctorate.

Green appealed the University's actions, contending that Powers and his wife (who occasionally taught in the department) had retaliated against her. The University began dismissal proceedings against Powers in 1997, charging him with "violating the standards of conduct of the academic profession by exploitations and abuse of the student-teacher relationship."

Colby settles harassment dispute with professor

Adam Weisberger, a former untenured professor at Colby College (ME), was charged with sexual harassment by several students who said he had coerced them into writing essays about their personal lives for his course

and made sexual comments about their work. In denying him tenure, Colby professors had written that he had "invaded students' privacy in disturbing ways."

Weisberger then filed a complaint with the Maine Human Rights Commission, claiming that his style of teaching would not have been considered inappropriate had he been a woman. The commission disagreed, noting that he was not denied tenure because of his method of teaching but "because of the way he behaved toward students while teaching, advising, and interacting with them on campus."

Weisberger also sued Colby, claiming sexual harassment and civil rights violations, as well as defamation and infliction of emotional distress. Terms of the settlement were not disclosed. Weisberger, now a law student at Boston University, is writing a book about his experiences at Colby.

Stanford distributes sexual harassment resource card

Stanford University Medical School is distributing a wallet-sized card to students and faculty that provides the school's definition of sexual harassment and lists the names, phone numbers, and e-mail addresses of its sexual harassment resources, including the medical school's ombudsperson, sexual harassment advisors, sexual harassment coordinating advisor, campus sexual assault and recovery team, and counseling and psychological services.

The Medical School achieved notoriety in 1991 when one of its female surgeons, Francis Conley, made public her charges of sexual harassment and described instances of fellow surgeons groping and harassing women, including female physicians.

Working in Academe & Elsewhere

Do women publish less? If so, why?

According to a recent study released by the Education Resource Information Center (ERIC), fewer women in academe publish compared to their male counterparts.

The study found that among academics 43 percent of women never published a journal article, compared to 23 percent of men, and only .7 percent of women published more than 51 articles, compared to six percent of the men.

The reasons for the publishing gap are complex, according to the report, *Assessing Faculty Publication Productivity: Issues of Equity*. The report noted that women are more likely to teach undergraduate than graduate students and less likely to have earned a doctorate from top-notch programs or to have tenure. Additionally, scholars in the hard sciences are most likely to publish, and women are underrepresented in this area. Raising children may be another factor slowing women's productivity, according to Elizabeth Creamer, author of the report.

Creamer points out, however, that, even when women do publish, compared to their male counterparts in academia they earn less money, need more publications to be promoted, and find their papers less widely read. When co-authored articles are cited, she notes, often only the lead author is mentioned; because women are often the second author, their names are frequently omitted.

The report may be obtained from the ERIC Clearinghouse, One Dupont Circle, NW, Washington, DC 20036.

Women scientists: Different from men scientists?

Kevin Dunbar, a researcher specializing in the psychology of scientific discovery, has been observing working scientists in eight biological research laboratories at two universities in North America. He tracked the planning and execution of experiments, the interpretation of results and the preparation of articles for publication. In looking at the process of scientific discovery, he dispelled the commonly-held myths that male scientists are more competitive, and women avoid the cutthroat areas of research.

Instead, Dunbar found that women are just as likely as men to challenge findings or colleagues. He found no difference in the way in which female and male scientists think or make deductions, with one small exception: when men are confronted with clues suggesting they might be off track, they are more likely to ignore them, while women are more likely to develop a new hypothesis or try a new approach.

Dunbar works at the Cognitive Neuroscience Center at McGill University in Montreal.

Faculty moms: How do they do it?

Women faculty members with young children at the University of California at Davis share their experiences in a new booklet, *Academic Careers and*

Babies: Having Academic Career and a Baby at UCD.

The booklet, which could be a model for similar publications elsewhere, arose after a faculty member who tried to find out what happened when women used the university's childbearing leave policy, discovered there was no "normal" arrangement. The detailed accounts of 19 women's determined efforts to rationally manage unpredictable events are candid, poignant, and sometimes humorous.

Chapters such as "Tenure Clock" "Twins!" "Normal?" "Adoption" and "Single Parents" describe the difficulties faced by the women and offer recommendations for improvement. A summary of the university's policy relating to childbearing and parenting also is included.

Several themes emerge from the stories: the wide discretionary power of department chairs to decide the length and nature of a woman's leave time; the variability among the women in their expectations and requests; the discrepancy between what they asked for and what their departments were willing or able to accommodate; the inconsistencies in the way childbearing leave policy was interpreted; and the particular vulnerability of untenured women.

To obtain a copy of the 30-page booklet, send $2 to the Women's Resources and Research Center, University of California at Davis, Davis, CA 95616. It is also available on line at *http://www.ucdavis.edu/babybook*

Work and family statistics

The National Women's Law Center, Washington, DC, has compiled the following data:

• Nearly 80 percent of women with children between 6 and 18 and some 62 percent of women with children under age 3 work outside the home. Over 65 percent of the latter work full time; 70 percent of women with children under 18 work full time (Dept. Of Labor, U.S. Bureau of Labor Statistics, *Marital and Family Characteristics of the Labor Force, Current Population Survey*, 1997, Table 15).

• Most women who work outside of the home do so to support their families. This is true for most married women, who earn an average of 41 percent of family income. Single women head 25 percent of families with children. (U.S. Dept. of Commerce, Bureau of the Census, *Household and Family Characteristics: March 1996, Current Population Reports*, No. P20-295, June 1997, Table 16.)

• Among married couples with children under 6, only 29 percent fit the traditional model of husband as sole breadwinner. (Tabulation based on data from the U.S. Department of Commerce, Bureau of the Census, *Money Income in the United States: 1996, Current Population Reports, Consumer Income*, No. P60-197, September 1997, Tables 5 and 6.)

A survey of 800 dual-earner families conducted by Catalyst, an organization that examines women and workplace issues, showed that working couples mostly viewed their careers as equal in importance and want the flexibility to support their spouse's career needs. There are about 28 million dual-career couples. Other findings:

• Most dual-career couples see a second family income as giving them freedom to take career risks, including quitting their jobs if they are unsatisfied.

• Men were eager for more flexible hours. Almost one in four had worked a flexible schedule and nearly half would look for formal flexible schedules in a new employer.

For more information, contact Catalyst: 120 Wall Street, New York, NY 10005. Phone: 212/514-7600; fax: 212/514-8470.

Insurance covers Viagra, but not birth control

As well noted in the press, many health insurance plans are covering the cost of Viagra, a pill for male impotence that helps men have erections. Less noted, however, until women's organizations brought it to public attention, is that many health insurance plans do not cover birth control pills or other contraceptive methods for women, even though pregnancy is a far greater health risk than male impotence.

According to the Alan Guttmacher Institute, about 3.6 million women have unintended pregnancies every year, with 44 percent of those pregnancies ending in abortions. Women pay 68 percent more in out-of-pocket costs for medical care than men, in part because of the cost of contraception.

As a result of the debate on Viagra and coverage of contraception, Congress, for the first time, is grappling with contraceptive coverage for federal employees. Both the Senate and House have attached provisions to appropriation bills requiring the government to offer in its health insurance policies for federal employees all commonly prescribed forms of contraception, including

birth control pills, intrauterine devices, and diaphragms.

Federal benefit plans have become the model for many large companies in the private sector, and at least 12 states are exploring the issue. In April, Maryland became the first state to mandate coverage of prescription contraceptives in its state-employee health insurance plans. Covering the full range of prescription contraceptives in the health plans, according to The Guttmacher Institute, would add $17.12 in employer costs and $4.28 in employee costs.

Campus employees may want to check institutional health policies to see how they cover Viagra and prescription contraceptives.

Survey shows men helping out more at home

According to a new survey, working men are assuming more responsibility for children and household chores, although women still spend more time at these tasks.

In 1977, men spent only 35 percent as much time as women on these tasks, but by 1997 the percentage had increased to 75 percent. The amount of time women spent on household chores decreased while men's increased.

In contrast, both men and women have increased the amount of time spent with children since 1977. In 1977 fathers spent more time on themselves than on their children, but by 1997 fathers spent more time doing things with their children than they spent on themselves.

The survey notes, however, that 70 percent of working mothers and fathers say they do not have enough time to spend with their children.

Although men are doing more than previously, according to the survey 56 percent of employed mothers wished that the fathers would spend more time with their children, and 43 percent wished that the men would spend more time on household chores.

When a child was sick in a dual-income family, 83 percent of mothers stated that they were likely to take time off to care for the child; only 22 percent of the fathers stated that they were likely to do so.

. . .70 percent of working mothers and fathers say they do not have enough time to spend with their children.

Most married men have wives who work for money. In 1977 fewer than half of married male workers had employed spouses; by 1997 the figure jumped to two thirds.

The survey was conducted by Louis Harris and Associates for the Families and Work Institute, a non-profit group in New York.

Feminist economics course has unusual structure

Last spring the University of Minnesota conducted a feminist economics class that included ten professors from nine universities. Eight guest professors from around the country, as well as two professors from the University of Minnesota taught the course. While it is not unusual to bring in outside speakers to a college or university, it is unusual for the speakers to be the faculty.

The course was divided into four month-long units, with two visiting professors for each unit. During the first week, the students read background texts. The following Wednesday, a guest professor delivered a lecture open to the public. The next morning the guest professor led a seminar for the class.

Guest professors also held office hours and assisted with grading papers. The eight guest professors also met with faculty.

The course will continue to be offered annually at different sites each year.

For information, call the Center for Women and Public Policy at the Hubert H. Humphrey Institute, University of Minnesota. Phone: 612/625-6082.

Business women: More techie than business men

Women entrepreneurs are more likely to use technology than their male counterparts. A recent survey of female business owners found the following:

- 47 percent of them subscribed to an online service, compared to 41 percent of male business owners;
- 51 percent used the Internet frequently to communicate or send e-mail, compared to 40 percent of the men;
- 22 percent reported frequent usage of the Internet to conduct research, compared to 14 percent of the men.

The data come from an IBM-sponsored study conducted by the National Foundation for Women Business Owners.

Around the Campus

Duke gets $1 million for women's studies

The Women's Studies program at Duke University has received a $1 million endowment to continue its work.

The endowment was launched by a gift from Margaret Taylor Smith, a Duke alumna. When Smith left her position as chair of the Kresge Foundation, she directed her retirement gift to go to Duke's Women's Studies program. She and her husband Sid, also an alumnus of Duke, matched the retirement gift with a family gift. Others, including friends of Margaret Smith, members of the class of 1997, and staff also contributed. Duke granted $100,000 to complete the $1 million endowment.

The Women's Studies Program at Duke University began in 1983 with 11 courses and 237 students. At the end of 1997, there were 129 courses and 2,378 students.

Kent State to open its judiciary hearings

From now on, all campus judiciary hearings except those involving sexual assault will be open at Kent State University (OH). Exceptions will be made if the alleged violator or victim requests they be closed, if one party fails to appear for the hearing, or if the hearing officer decides that one of the parties or a witness might be harmed if information from the case is made public.

As a result of court actions, several institutions have opened their judiciary hearings; however, institutions rarely to do so voluntarily, as Kent State has.

Open hearings appear not to violate the Family Educational Rights and Privacy Act if the student involved agrees to make them public.

SUNY-Buffalo settles suit with student anti-abortion group

With neither party admitting wrongdoing, SUNY-Buffalo has agreed to cover the legal fees incurred by an anti-abortion student group on campus.

The group, University Students for Life, had sued the university, contending it discouraged them from holding a conference in April 1996 and from erecting more than 4,000 crosses on campus.

The group also claimed it had been treated unfairly by the student association, which denied its request for fees. The settlement did not provide for damages.

Stats on women medical students

Although the proportion of women *applying* to medical schools has remained steady for several years at 42 percent, the rate at which they are being *admitted*, 42.7 percent for the class of 1966-1977, is slightly higher than that for men.

According to the Association of American Medical Colleges (AAMC), women comprised the majority of new entrants at 25 medical schools in 1996-1997, compared to 19 the previous year.

The proportion of women who hold full professorships at American medical schools also is growing. The AAMC data show that, for the first time, the figure for 1996-1997 exceeded 10 percent, although 31 percent of men were at that rank.

The proportion of women and men at each rank has remained stable for more than 15 years, according to AAMC. Eight medical schools are headed by women deans.

The AAMC data was reprinted in *Women in Medicine Update*.

For further information, contact AAMC at 450 N Street, NW, Washington, DC 20037-1126; phone: 202/828-0416; fax: 202/828-0416.

Wellesley hosts annual daughters and mothers colloquium

Last spring the Wellesley College Centers hosted the 18th annual Daughters and Mothers Colloquium. Panelists explored the theme Daughters and Mothers Evolving Together. The intergenerational program, aimed at students and alumni, could be a model for similar programs at other institutions.
For more information, contact either the Stone Center or the Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA 02181-8259.

Diverse classrooms encourage diverse participation

A study of class participation in eight classes at several law schools found that white males dominated most discussions. In six of the eight classes male students spoke 10 to 54 percent more often than female students and took 12 to 38 percent more time when they spoke.

According to the study, women participated more when taught by female professors, except at elite law schools, where men talked more than women, no matter what the professor's gender.

The results are consistant with earlier studies in other classroom settings finding that men talked more often and for a longer time, and women participated more when taught by a woman.

The study found that students of color dominated class participation when the professor was a person of color, and participated more than white students when there were a large number of minority students in the class.

> Women participated more when taught by female professors, except at elite law schools. . .

Some researchers have postulated that the Socratic method common in many law schools, consisting of a series of questions fired at an individual, may inhibit women's class participation. In this study women participated most in classes that were the least Socratic, but were more likely to participate in long dialogues in Socratic classes than in short, formal exchanges.

The study, by Elizabeth Mertz, Wamucii Njogu, and Susan Gooding, will appear in a forthcoming issue of the *Journal of Legal Education*.

Right to sue employer can't be waived

A three-judge panel of the Ninth U.S. Circuit Court of Appeals has ruled that employers in the securities industries cannot require employees to waive their right to sue an employer under Title VII, the law that covers workplace discrimination.

It has long been common in the securities industry to require new employees to sign a waiver stating that all job disputes would be settled in arbitration. How widespread the practice is in other areas of employment is not known.

The mandatory arbitration agreement in the securities industry has been under fire by Congress and civil rights groups, and a rule to drop bias claims from such agreements is now before the Securities and Exchange Commission.

It is not known if the Ninth Circuit's ruling will be appealed.

Ordinary women doing extraordinary things

Emory University's Women's Center has received an unrestricted $25,000 grant from the Eckerd Corporation for outstanding support of women's initiatives at a university campus.

The Center was selected from more than 150 women's centers as part of Eckerd's centennial celebration recognizing the contributions of women across the United States.

As part of the celebration 100 women will participate in a fall symposium at Emory University on how women can make an impact on their community.

The women will be selected from a list of nominations based on a call by Eckerd for "ordinary women doing extraordinary things—women doing good works."

The stories of the "Eckerd 100," along with a profile of the Emory Women's Center, will be published in a book to inspire other women to become involved in their communities.

Sexual Assault

Women students rally at home of Bates president

Reports of several sexual assaults and the belief that they had been mishandled, led about 300 women students at Bates College to gather in a candlelight vigil in front of the president's house and demand that he speak with them. After he agreed to meet with them the following morning, the students disbanded peacefully.

A few days earlier, four female students had reported to the dean of students that they had been sexually assaulted and sexually harassed by the same male student. Although none of the women reported the rapes to the police, they all stated that they would bring charges to the college's student conduct committee. A few days earlier, two other female students reported that they had been sexually assaulted by another male student. Rumors circulated on campus that at least one woman had been discouraged from reporting her rape to the police and that one of the male students had been suspended for a year.

A few hours after the rally a male student who had been accused of sexually harassing or assaulting four women fled the campus. According to one campus official, the student was fearful for his safety. Officials had been planning to remove the man from campus. He will not be permitted to return until he agrees to a hearing.

Burglaries down, sex crimes & drug arrests up on campuses

Although the number of burglaries and other crimes has dropped on campuses, for the second consecutive year, the number of sex crimes and murders has gone up. Nationally, the number of sex offenses has gone down.

It is not clear how much of this increase on campuses results from the willingness of younger women to report such offenses. Schools are increasingly counting sex offenses revealed to deans, rape-crisis workers and counselors, rather than reporting only offenses reported to the police.

Alcohol and drug arrests on campuses rose for the fifth consecutive year. Both substances are often involved in campus sexual assaults, and it is believed that cracking down on alcohol and drug abuse can reduce offenses such as sex crimes, assaults, vandalism, robbery, and drunk driving.

The data come from reports of campus crime under a law requiring colleges that receive federal funds to publish information about campus safety at least once yearly. Data from individual colleges appeared in the May 8, 1998 issue of the *Chronicle of Higher Education*.

New date rape drug may be on the increase

Gamma hydroxybutyric acid (GHB) is a drug some students are now using as a date-rape drug. Easily slipped into drinks, it can act as an aphrodisiac, is physically addictive, and can make users feel intoxicated without resulting in a hangover. It is sometimes used to induce a state of euphoria or to intensify the effect of alcohol or other drugs. It can also cause seizures, insomnia, anxiety, nausea, dizziness, loss of peripheral vision, hallucinations or comas.

The drug, which can be made by using instructions readily available from several web sites, was banned by the FDA in 1990 after several deaths were reported. In 1996, Congress passed the Federal Drug-Induced Rape Prevention and Punishment Act, which imposes a stiff penalty on anyone deceiving a person into taking a substance for the purpose of committing a rape or other crime of violence.

> The drug. . . can be made by using instructions. . . from several web sites.

Reports of the relationship between GHB and sexual assaults have convinced legislators in 11 states to act. Alaska, California, Florida, Georgia, Illinois, Louisiana, Nevada, North Carolina, Rhode Island, Tennessee and Texas have passed laws providing strong penalties for persons possessing the drug, and Florida has placed GHB in the same category as cocaine.

Academy says athlete's sex with classmate does not bar his graduation

The U.S. Naval Academy has allowed one of its star football players, Chris McCoy, to graduate despite his admission that he had off-campus sex with a female first-year classmate.

Although Academy rules prohibit seniors from dating first-year students, the female student and two other males with whom she had sexual relations on campus were recommended for expulsion, while McCoy, with whom she had sex at a local motel, was permitted to graduate. The Academy regards on-campus sex as a more serious offense.

All four of the student athletes admitted to the rules violations after an investigation.

McCoy, who was the most prominent athlete, was put on probation, assigned marching duties, and lost some privileges. The female student, who plays basketball, and one of the male students are appealing their expulsion recommendations to the Secretary of the Navy. The other male student resigned.

New information about stalking

The U.S. Department of Justice is completing a study on stalking. Among its findings is that eight percent of American women, one out of 12, have been the object of at least one stalker.

The study, conducted by the Center for Policy Research (CPR) in Denver, used the stringent definition of stalking developed by the Department of Justice: "repeated physical or visual proximity, non-consensual communication, or verbal, written, or implied threats sufficient to cause fear in a 'reasonable person.'" When CPR expanded the Justice Department's definition to include people "only somewhat or a little frightened," the rate of stalking directed against women rose to 12 percent.

The survey also found that approximately 400,000 men are stalked each year, compared to about one million women. Men were more likely than women to be stalked by a stranger or casual acquaintance; women were likely to be stalked by strangers only 20 percent of the time. Half of the women were stalked by former partners. When victims who had

at least one date with the stalker were included, the rate increased to four-fifths. Often, stalkers of women were persons who had a relationship with the victim that included inflicting physical or sexual abuse.

Fifty percent of stalkers make threats; however, they act on only 25 percent of the threats. Fewer than two percent of the stalking incidents end in murder. Nevertheless, the effect of stalking is powerful and damaging. One third of stalking victims sought psychological treatment. Therapists, health professionals, attorneys, and adult education teachers are at high risk.

The survey was based on the responses of 8,000 women and 8,000 men.

Resources

Following are several useful resources on sexual assault and violence:

• *Unheard Voices*, an interactive multimedia exhibit on sexual assault, consists of handcrafted portrait castings and viewer-activated oral histories of people who have experienced sexual assault. Developed by Jason Dilley in conjunction with the Cornell Advocates for Rape Education and the Ithaca Rape Crisis Center, this powerful exhibit can easily be placed along a hallway or in a lounge area.

For further information contact Project Face to Face, 2215-R Market Street, Suite 125, San Francisco, CA 94114. Phone: 415/864-3199; e-mail: *PFTF@sirius.com*; web site: *www.pftf.com*

• Emory University distributes a bookmark describing what to do and not do if raped. The bookmark lists places to contact around the clock and people to contact during the day, as well as telephone assistance numbers. A section entitled "You have the right" points out that victims have the right to be treated with respect and dignity, to be told how to obtain medical and counseling services, to be informed of their legal options, and to have freedom of choice regarding decisions affecting their lives.

For further information, contact the Emory University Women's Center, Atlanta, GA 30322.

• The DC Rape Crisis Center has developed brochures and fliers about the use of sedating substances used in sexual assault. One brochure is aimed at those who counsel survivors of sexual assault in which these substances have been used. A second brochure aimed at young adults, describes sedating substances and offers tips for reducing the risk of being covertly sedated.

For further information, contact the DC Rape Crisis Center, P.O. Box 34125, Washington, DC 20043-4125. Phone: 202/232-0789.

April is Sexual Assault Awareness Month

It's time to start thinking about what your campus might do in April during Sexual Assault Awareness Month to increase campus awareness of sexual assault and abuse.

Among the many ways campuses have dramatized awareness of sexual assault are "Take Back the Night" marches, student workshops, movies, mock trials, films, art exhibits, "clothesline projects," readings, forums, brochures, fliers, posters, discussion groups, and training workshops for professionals. Providing faculty with ideas for incorporating sexual assault awareness into specific courses can also be helpful.

Athletics

Brown University's Title IX suit is almost over

A federal judge has approved a proposed settlement of the remaining claims in the 1992 class action lawsuit brought by students who charged Brown University (RI) with sex discrimination in its athletic program.

The case was filed shortly after Brown cut financial support to women's gymnastics and volleyball teams and to men's golf and water polo because of budget difficulties.

The women charged that they were already underrepresented in athletics, thus cutting their teams was a violation of Title IX of the Education Amendments, which prohibits sex discrimination in institutions receiving federal funds.

In November 1996 the U.S. Supreme Court refused to hear Brown's appeal of a lower court's decision finding the university in violation of Title IX.

Under the terms of the agreement Brown will ensure that the proportion of female athletes remains within 3.5 percent of the proportion of female undergraduates. If Brown eliminates a women's sport or adds a men's sport, it must ensure that the proportion of female athletes is within 2.25 percent of the proportion of female undergraduate students.

In 1998 the proportion of women athletes at Brown was within 1.2 percent of the proportion of female undergraduates.

Brown also agreed to upgrade women's water polo to varsity status and to guarantee funds for women's fencing and skiing for three years and women's gymnastics for four years.

West Point admits female to summer wrestling camp

When Jennifer Radzik, a 14-year-old wrestler, applied for a summer wrestling camp at the U.S. Military Academy at West Point, she was initially turned down.

An official at the Academy told her father that Jennifer couldn't attend because she would need a separate dormitory room and a female coach. Her father said he could drive her to West Point every day and pointed out that she had had only male coaches during the two years she competed at Cornwall-on-Hudson (NY), an otherwise all-male high school wrestling team. (Jennifer had finished the past season with a 6-6 record competing exclusively against boys her own age and will be a member of the school's varsity team this fall.) The father was then told that the boys' egos would be crushed if they lost to a girl and that wrestling wasn't an appropriate sport for girls.

The father contacted Trial Lawyers for Public Justice, which had handled the landmark lawsuit against Brown University. After a letter and a meeting with attorneys, West Point admitted Jennifer to the summer wrestling camp.

In light of this incident, other public institutions with summer sports camps restricted to males may need to examine their policies. Under cases heard by the U.S. Supreme Court, including the 1996 decision invalidating the Virginia Military Institute's males-only admissions policy, public educational institutions can exclude females from programs only if they have an "exceedingly persuasive justification" for doing so and the exclusion is "substantially related" to the achievement of an "important governmental objective." West Point and other public institutions will have difficulty meeting those criteria, especially when the female has demonstrated, as did Jennifer, that she is qualified.

Feds clarify Title IX athletic scholarship provisions

The Office for Civil Rights (OCR) of the U.S. Department of Education recently issued a "clarification" of the criteria colleges must use to comply with "substantially proportionate" athletic scholarship provisions of the regulation for Title IX.

The clarification, which was part of a letter written by Mary Frances O'Shea, OCR's national coordinator for Title IX athletics, stated:

If the unexplained disparity in the scholarship budget for athletes of either gender is 1% or less of the entire budget for athletic scholarships, there will be a strong presumption that such a disparity is reasonable and based on legitimate and nondiscriminatory factors. Conversely, there will be a strong presumption that an unexplained disparity of more than 1% is in violation of the substantially proportionate requirement.

Examples of non-discriminatory reasons for a greater than one percent disparity, according to OCR, might be a disparity in the number of male/female athletes paying out-of-state tuition fees, or a disparity attributable to the phasing in of a new sport for women that did not receive the full complement of awards it would eventually receive. The new guidelines take effect this fall.

O'Shea stated that the policy interpretation is not new. However critics view it as a rewriting OCR's policy. Some experts have used a five percent figure to determine compliance.

Both men and women increase sports participation

Both men and women increased their sports participation from 1995-96 to 1996-97. Male participation climbed from 199,555 to 200,625, an increase of 1,070, while female participation went from 123,200 to 123,940, an increase of 740. Women comprise approximately 40 percent of NCAA athletes.

Giants player helps fund women athletes

San Francisco Giants' second baseman Jeff Kent and the athletics department of the University of California at Berkeley have created Women Driven, a program to promote the benefits of athletics and academics and provide scholarships for female athletes at the school.

Kent has pledged $500 to Women Driven for each run he bats during the 1998 season. Add to this $100 pledged by each of the team's four corporate sponsors for every run, and Women Driven will receive $900 for each Kent run. The four sponsors are Pacific Bell, JC Penny, CHW West Bay, and Chevron. By mid-May Kent's runs had produced more than $24,000 for the scholarship fund.

In addition to the scholarships, Women Driven will have a mentoring program involving women in the professional world who have used sports as a stepping stone. The mentors willl encourage women who receive a scholarship to teach younger students about the sport they play and that women make a difference.

Twenty-one years of women's sports: an update

Since 1977, R. Vivian Acosta and Linda Jean Carpenter have been collecting data on women in intercollegiate sport. Highlights from the 1998 summary follow:

Participation opportunities for women athletes

- The average number of teams offered per school is at an all-time high of 7.71. In 1978 the number was 5.6.
- All three National Collegiate Athletic Association divisions show an increase in the number of sports offered to female students. Division I schools average 8.59, Division II schools average 6.38, and Division III schools average 7.88. Basketball, volleyball, tennis, cross country and softball continue to be the most popular sports.
- Women's basketball, with 996 teams, is the sport with the largest number of teams. Only 1.8 percent of NCAA colleges do not offer women's basketball.

Status of women as head and assistant coaches

- The percentage of women coaches continues to drop. In 1972, when Title IX was enacted, more than 90 percent of women's teams were coached by women. By the time the study was completed in early 1998, 47.4 percent of the coaches of women's teams were female, down from 47.7 percent in 1992 and 58.2 percent in 1978.
- The number of women as head coaches of women's teams has increased from 6,667 positions in 1996 to 7,247 in 1998.
- Women hold 59.8 percent (4,047) of the 6,767 paid assistant coaching jobs within women's athletics.
- There are 1,322 unpaid assistant coaches of women's teams in the NCAA, with women holding 52.5 percent of these positions.

Status of women as administrators

- In 1972 more than 90 percent of women's programs were headed by women. In 1998, 19.4 percent of women's programs are directed by a female, an increase from the 1996 figure of 18.5 percent. The higher the division, the fewer the women: Division I has 9.9 percent women heading women's programs, Division II has 18.6 percent, and Division III has 29.4 percent women.
- There are 90 more administrative positions in women's athletics in 1998 than in 1996, with women holding 75 of these positions or 85.6 percent of the increase.
- Women hold 38 percent of the administrative positions in women's programs, an all-time high since 1978.

Status of women as sports information directors

Of the 786 institutions with full-time sports information directors, 112, or 14.2 percent, are women.

Status of women as head athletic trainers

Of the 867 programs with a full-time athletic trainer, 248, or 28.6 percent, are women.

For a copy of the 16-page 1998 report, send a self addressed envelope with 55¢ postage affixed to Carpenter/Acosta, Department of Physical Education and Exercise Science, Brooklyn College, 2900 Bedford Avenue, Brooklyn, NY 11210-2889. Phone: 701/951-5514.

Miscellany

Fixing the dictionary

Merriam-Webster, a leading dictionary publisher, is reviewing its 1999 edition of the *Collegiate Dictionary* to change definitions of ethnic, religious and sexual slur words.

Last October the National Association for the Advancement of Colored People objected to the dictionary's definition of the word *nigger*. At the end of the entry was a note stating that the word was "usually taken to be offensive" and "ranks as perhaps the most offensive and inflammatory racial slur in English."

Merriam-Webster agreed to revise its format for definitions by putting a usage warning in italic type at the start of the entry so readers would know at once that the slur word was offensive to most people. Activists also wanted the word to be listed as a slur rather than as a noun.

Resources for teaching

Following are some useful resources for teaching:

- *Achieving Gender Equity in Classrooms: A Guide for Faculty* is a list of gender problems occurring in science classrooms, with recommendations for improvement. The guide was prepared by women science students and science faculty from among the 16 colleges forming the New England Consortium for Undergraduate Science Education, which includes Harvard, Yale, Wellesley, Bowdoin and Dartmouth.

Among the topics covered in the website guide, which is published by Brown University, are observing classroom dynamics, personalizing large classes, cooperative educational models, exam-

ination options, encouraging active participation in labs, fighting stereotypes about science, providing diverse role models, and fostering self-confidence. A list of references, including internet sites is also included.

The guide can be found at the web site: *www.brown.edu/Administration/Science_EducationGender_Equity/Equity_handbook1.html*

• *Feminist Teaching in Theory and Practice: Situating Power and Knowledge in Poststructural Classrooms* by Becky Ropers-Huilman discusses the intersection of theory and practice; examining power relationships in the classroom; and providing a framework for examining language, knowledge, and meaning. The author looks at how the issue of social justice underwrites feminist teaching.

The 167-page softbound book is published by Teachers College Press, Teachers College, Columbia University, New York, NY 10027.

• *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies* is an edited collection of articles from *Feminist Teacher*'s first ten volumes.

Topics are wide ranging, but focus on teaching issues and strategies, such as dealing with anger, resistance, and reality; multimedia workshops; warming up the classroom climate; women's studies via distance education; issues of gender, race, class, homophobia, and sexism; and handling feminist administrators.

The book was edited by Gail E. Cohee, Elisabeth Daumer, Theresa D. Kemp, Paula M. Krebs, Sue A. Lafky, and Sandra Runzo. The foreword was written by Bernice R. Sandler.

The 271-page softbound book is published by Teachers College Press, Teachers College, Columbia University, New York, NY 10027.

• *Re-Engineering Female Friendly Science* by Sue V. Rosser discusses a wide range of issues about the teaching of science, including a history of gender in science teaching.

Among the topics are curriculum integration, consequences of ignoring gender and race, single sex and co-educational environments, applying feminist theories to women and science programs, evaluating female-friendly interventions, and current threats to female-friendly sciences.

The 188-page softbound book is published by Teachers College Press, Teachers College, Columbia University, New York, NY 10027.

• *Girls and Technology: An Idea Book for Educators and Parents* would be helpful for teacher training programs. Published by the National Coalition of Girls' Schools, the 64-page publication contains selections from recent research, strategies for parents and educators, a list of girl-centered internet sites, computer games, suggested readings, organizational resources, and classroom activities and experiments. The latter include a "cyber" scavenger hunt and the "mighty mousetrap" investigation. The book costs $15.

A 17-minute video, costing $18, aims to spark discussion and offer new approaches to parents and educators. A 20-page *Resource Guide* based on research findings focuses on gender issues, teaching techniques, societal influences and family attitudes that help encourage girls to become technology minded. The guide costs $5. The entire set can be purchased for $35. Contact the National Coalition of Girls' Schools, 228 Main Street, Concord, MA 01742. Phone: 978/287-4485; fax: 978/287-66014; e-mail: *ncgs@ncgs.org*

ACE Office of Women in Higher Education

The new and the not so new

Change seems omnipresent these days; it is without doubt a phenomenon that none of us has escaped.

While the women of the ACE-NNWL tend to be the leaders and managers of change at their respective colleges and universities, they also find themselves on the receiving end of change—change that brings with it new faces, different styles and revised priorities.

It was just two years ago that Bob Atwell left the helm of the ACE, passing the presidential baton to Stan Ikenberry. Under Bob's able leadership, the OWHE, and eventually the NIP (NNWL), were established, supported and nurtured into full bloom. Stan has pledged to continue ACE's support of our endeavors, and has additionally offered his personal endorsement of the OWHE agenda and the continued fortification of the network

We are also keenly aware of the void left at the OWHE almost a year ago when Donna Shavlik retired after 25 years with the ACE. Together with Emily Taylor, Donna created the National Identification Program and, during the years since its inception, guided the NIP's evolution from a fledgling initiative to a healthy,

growing network of influential women educators across the country and, more recently, around the globe.

Now we have a new leader for the OWHE and the NNWL: Judith Sturnick.

Judith's impressive leadership experience in higher education includes 11 years as president of the University of Maine at Farmington and Keens State College. Most recently, she led the Sturnick Group for Executive Coaching and Consulting,. She is, at the same time, new and not so new to OWHE and the NNWL.

To be sure, Judith has a new title, but she is a long-time, loyal ACE-Nipper. Her involvement in the network spans two decades, and she also has chaired the National Commission on Women.

At the April State Leaders meeting in Washington, Judith outlined her priorities, which include enhancement of the individual state networks, linking the networks to business and government, engaging women (and men) presidents in the work of the state and national networks, and strengthening the voice of the OWHE.

> [Judith Sturnick] will build on the themes and successes of the past, while reaffirming the importance of the goals in the years to come.

As we herald the arrival of a new director and prepare for the changes Judith's tenure will inevitably bring, we recognize her agenda as "not so new" after all. She will build on the themes and successes of the past, while reaffirming the importance of the goals in the years to come. We applaud her vision and her leadership, and we add our own passion and commitment to hers as we embark on a new era in the OWHH and the NNWE.

Together we will resume our progress toward the achievement of an agenda that is new and not so new. On behalf of the NNWL executive board, we welcome Judith.

Notes prepared by Dr. Carol A. Moore
President, Lyndon State College, VT

The ACE Fellows Program 1999–2000

Leadership for the Future of Higher Education

The American Council on Education (ACE) invites your participation in the 1999-2000 ACE Fellows Program. Since 1965, ACE has provided comprehensive leadership development for senior faculty and administrators through the ACE Fellows Program. Nominating institutions and Fellows benefit from the following:

- leadership development experience for the Fellow designed around an issue of strategic importance to the nominating institution
- flexible off-campus learning for the Fellow of one academic year, one semester, or other arrangements to advance the learning focus of the Fellow and the nominating institution
- mentor-intern relationships with college or university presidents and other senior administrators, combining observation and participation in all aspects of institutional administration
- participation in a national network designed to focus on the institution's key strategic issue

Candidate qualifications for the 1999-2000 ACE Fellows Program include:

- a demonstrated record of leadership in institution-wide contexts
- a nomination by the institution's president or chief academic officer who agrees to pay the candidate's salary and benefits.

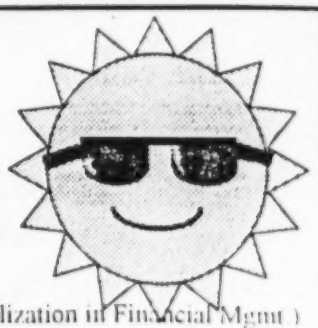
Please ask about special institutional grants available for candidates from community colleges, private Historically Black Colleges and Universities, and women from research institutions.

Application deadline: November 2, 1998

For information and application materials contact: ACE Fellows Program
American Council on Education • One Dupont Circle, Washington, DC 20036-1193
Tel: 202-939-9412 • Fax: 202-785-8056 • E-mail: fellows@ace.nche.edu • Web: http://www.ACENET.edu

California State University, Long Beach

Tenure-Track Faculty Positions 1999-2000



☼ College of the Arts

- ▲ Art: • Art History/Asian • Drawing/Painting - Figurative • Ceramics • Graphic Design
- ▲ Design: • Industrial
- ▲ Music: • Music Education • World/Popular Music

☼ College of Business Administration

- ▲ Accountancy
- ▲ Finance, Real Estate, & Law - 2 positions
- ▲ Information Systems - 5 positions
- ▲ Management/Human Relations Management
- ▲ Marketing

☼ College of Education

- ▲ Ed. Psych., Admin., & Counseling: • Counseling • Library Media & Instructional Technology • Special Education • Technology-based Learning
- ▲ Teacher Ed.: • Chair • Asian/Pacific Bilingual Ed. • Early Childhood Ed./Language Arts • Educational Language Dev. (joint with Linguistics) • Reading Methods/Alternative Certification Program

☼ College of Health & Human Services

- ▲ Communicative Disorders: • Chair/Speech Pathol.
- ▲ Criminal Justice: • Criminology or related field
- ▲ Family & Cons. Sci.: • Apparel Design & Merch.
- ▲ Health Science: • Health Education, Health Promotion, or Community Health
- ▲ Kinesiology & Physical Education: • Fitness
- ▲ Nursing: • Adult/Geriatric
- ▲ Physical Therapy: • Musculoskeletal/Orthopedic
- ▲ Public Policy & Administration: • General Public Administration (specialization in Financial Mgmt.)
- ▲ Social Work: • General Social Work

☼ College of Liberal Arts

- ▲ Asian & Asian-American Studies: • Asian Am. Stud.
- ▲ Communication Studies: • Interpersonal Communication & Conflict Mediation & Negotiation
- ▲ Economics: • Macroeconomics
- ▲ English: • Rhetoric & Composition • English Education (joint with Liberal Studies)
- ▲ Geography: • GIS/Climatology
- ▲ History: • Medieval
- ▲ Human Development: • Sociocultural Development
- ▲ Journalism: • Public Relations
- ▲ Philosophy: • Applied Ethics
- ▲ Political Science: • American Politics
- ▲ Psychology: • Learning
- ▲ Religious Studies: • Religions of Southeast Asia
- ▲ Romance, German, & Russian Languages: • Italian • Francophone Literature/Arabic

☼ College of Natural Science & Math

- ▲ Biological Sciences: • Immunology • Insect Biology • General Microbiology/Marine Microbiology
- ▲ Chemistry & Biochemistry: • Analytical Chemistry
- ▲ Mathematics: • Numerical Analysis
- ▲ Physics & Astronomy: • Computational Analysis • Condensed Matter

☼ University Library

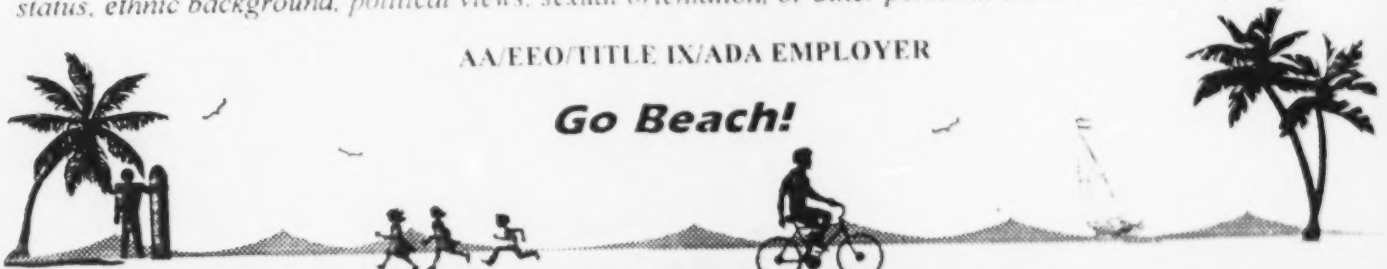
- ▲ Psychology & Communication Librarian
- ▲ Family & Consumer Sciences Librarian

All positions are open until filled. Contact the appropriate Department for detailed information at:

CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/TITLE IX/ADA EMPLOYER



BEST COPY AVAILABLE

SUBSCRIPTION RATES:

Individual	1 year (four issues)	**$30**
Institution	1 year (four issues)	**$50**

Foreign subscriptions: Please add $7.00 per subscription to cover additional postage.

Discounts are available for bulk subscriptions mailed to a single institutional address. Call 202-659-9330 (fax 202-457-0946) for details.

☐ YES

I am concerned about women on campus and want to enter my subscription to ***About Women on Campus.***

☐ AND

I want to know more about NAWE: Advancing Women in Higher Education, one of the nation's oldest national professional education associations. ***Send me information about membership.***

Name

Title

Institution

Address

City/State/Zip

Send subscription form and payment to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511. Checks should be made payable to NAWE. MasterCard and VISA accepted.

NAWE
Advancing Women in Higher Education
1325 18th Street NW, Suite 210
Washington, DC 20036-6511

Periodicals
Postage Paid at
Washington DC

3

ATTN: Christine Root
ERIC Processing Ref. Facility
1100 West Street, 2nd Floor
Laurel, MD 20707-3598

BEST COPY AVAILABLE